

CHURCH CALENDAR FOR DECEMBER.

1. Bl. Edward Campion and Comp.
2. St. Bibiana, V. M.
3. **First Sunday in Advent:** Feast of St. Francis Xavier.
4. St. Barbara, V. M.
5. St. Sabas, Ab.
6. St. Nicholas, B. C.
7. St. Ambrose, B. C. D.
8. **Immaculate Conception.**
9. St. Peter Fournier.
10. **Second Sunday in Advent:** Feast of St. Melchisedech, P. M.
11. St. Damascus I., P. C.
12. St. Cornac, Ab.
13. St. Lucy, V. M.
14. Bl. Andrew Bobola.
15. St. Florence, Ab.
16. St. Eusebius, B. M.
17. **Third Sunday in Advent:** Feast of St. Olym-pias, W.
18. Expectation of the B. V. M.
19. St. Nemesion, M.
20. St. Christian, B.
21. St. Thomas, Ap.
22. St. Zeno, M.
23. St. Victoria, V. M.
24. **Fourth Sunday in Advent:** Feast of SS. Thrasilla and Emiliana.
25. **Christmas Day.**
26. St. Stephen, First Martyr.
27. St. John, Ap. and Ev.
28. The Holy Innocents, M. M.
29. St. Thomas a Becket, B. M.
30. St. Sabinus, B. M.
31. **Sunday in the Octave of Christmas:** Feast of St. Sylvester I., P. C.

ADVENT: WAITING FOR CHRIST.

(By "Christine Sevier.")

From the very shadow of the fall of our first parents came the light of a promised Redeemer, the darkness of sin was over all the world, yet longing eyes ever looked for the dawn of the day of salvation. At different times the hopes of mankind were raised and they were taught by the voice of God Himself, to expect One in whom all the nations would be blessed. He was called the Desired of the Everlasting Hills, the Prince of Peace, the Holy One of Israel. Pleading hands were raised imploring His speedy coming, and Isaiah prayed "Send forth, O Lord, the Lamb, the Ruler of the earth!"

It was a period of universal expectation, and during four thousand years hope succeeded hope, and the hearts of men grew heavy as generation after generation passed away and the earth had not yet "opened to bud forth a Saviour," and "prophet after prophet was on his high tower, looking out for Him, through the thick night, and watching for the faintest glimmer of the dawn." The world waited for Christ.

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Centuries have come and gone since then, centuries during which the prophecies have been fulfilled, which

have seen the Star of Bethlehem illumine the midnight sky and which watched the peoples of the earth kneel and adore at the lowly manger where lies the Son of God. He has come as it was promised that He would come, and with the advent of the "Longing of the Gentiles," a new hope and a new purpose have entered the hearts of all humanity and above all a new love and a new ideal, which daily transfigures all who heed the lesson taught by the mystery of the Incarnation.

The season of Advent, which is now with us, precedes the feast of Christmas in the ecclesiastical calendar. Its weeks are very solemn and uplifting, and one is carried back in imagination to those years so long ago, when the hope of the Messiah was handed down from father to son and all longed to see His day, for it was written, "The bruised reed He shall not break, and smoking flax He shall not quench: He shall bring forth judgment into truth." Prophet after prophet passes before the mind, each with his separate message of what was yet to come, each with his cry to heaven to hasten the glad day, and all the world joined in the pleading prayer, "O that Thou wouldst rend the heavens, and come down!"

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But Advent is not only figurative in its significance. The time of "waiting for Christ," as Cardinal Newman so beautifully calls it, should be the season of the most earnest recollection, when the heart and the mind should be purified in very truth, and freed from all that impedes the childlike love which should fill our hearts when we look upon our new-born Saviour; no love but love for Him should have place within us, no thought, no wish, but what tends to Him.

Advent is a time of waiting; we wait for Christ. Advent is a time of looking forward; we look forward to the coming of Christ, O not with apathy or with indifference, but with that eager expectancy which sees Him in all things. As we walk, we think of that journey through Galilee to Bethlehem, undertaken to obey the decree of Cbsar; the closed doors by which we pass suggest the cold refusal of the unknowing villagers, as the shadows of night gather, and a great stillness falls over the world, we look up to the stars; and one seems brighter than the rest and we hear the echo of that longing prayer of the ages, "O Dayspring, Brightness of the everlasting light, Son of Justice, come to give light to them that sit in darkness and in the shadow of death."

THOUGHTS FOR RELIGIOUS TEACHERS.

(From Varied Sources.)

What a function is theirs whom God employs in that special work of mercy which is teaching! It is an angel's ministry. In truth, to find the type of what the teacher does, we must mount higher still. "God our Saviour hath appeared to instruct us." Jesus is a Teacher.

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You who educate children, remember that the future of the Church and of the world is, in part, in your hands. What a charge; and, very soon, what a reckoning! But also, how God is looking on you! How near is His Heart to your heart! With what pleasure does he help you!

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To show forth Jesus to souls, this is perfect instruction; to form Jesus in souls, this is perfect education.

What devotion, then, to the Holy Spirit and to the Blessed Virgin should parents and teachers have; since Jesus Christ, as the Apostles' Creed reminds us, was conceived by the Holy Ghost, born of the Virgin Mary.

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Let us place ever before our eyes our loving Jesus in His earthly labors; let us behold Him toiling along the ways of Galilee, preaching from Peter's boat, instructing sinners, comforting the mourner. Let us fix our minds on the loving contemplation of all this, desiring to learn all He has to teach us, exclaiming: "O Jesus, teach me."

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There must be no "absence of the supernatural" in the teaching and training of children. We must train the little ones in God and for God. The supernaturalized labor of Christ's servants is the greatest human force in the moral universe.

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Our work, as mere work, is of little value. But done in Christ, done in Christ's way, directed and sanctified by Christ's cross, it is a great power.

CROOKED STEMS.

A DEMAND ON THE TEACHER'S CHARITY.

(By "Carola Milanis.")

Heaps of ferns, of golden-hearted, purple asters, and of pale-gold nasturtiums, flecked with red-brown dashes of relieving color, were laid before me. The altar in the infirmary chapel was to be decked with this beauteous spoil from the convent garden.

The ferns, with their rich, plume-like, verdant suitability, gave themselves readily to the purpose of a background.

The flowers, each presenting a distinct personality, a meaningful individuality, were not so easily placed. They demanded careful arrangement. They would lose much of their character-value, much of their charm and their significance, if bunched together, regardless of individuality and peculiar personality.

As the clusters of bright blossoms and graceful foliage grew into definite shape, each flower, though not alone, though one among many, stood uncrowded in its own tiny bit of space, free to win, by its own individual charm and its personal beauty, a loving glance from admiring eyes.

But, when the grouping was finished, with such regard to harmony of color and symmetry of form as was required for the perfection of the whole, something was discovered that offended piety and exacting taste. Certain golden-hearted asters and piquant-faced nasturtiums had turned, the former a green calyx, the latter a golden spur, towards their fellow flowers and the divine Heart in the Tabernacle.

These flowers had crooked stems, and it had been difficult to place them from the first, they would not "stay put"; they marred the desired effect and sacred purpose of the united whole.

With careful touch, an effort was made to turn them in the right direction, and a few responded gracefully. Others were obdurate, and, so interrelated are all the members of any sort of community, an attempt to place them to a better advantage displaced many another fair, well-behaved, straight-stemmed blossom.

With gentle patience, the rearrangement was continued until the greater number of the crooked-stemmed but sweet-faced, golden-hearted ones adapted themselves to the common purpose of the group. Several, however, in each bouquet, in spite of every kindly inducement to do otherwise, invariably twisted back again to their unloving, unharmonious posture.

The question arose, shall these be rejected, cast forth to wither and die? These stubborn asters have golden-hearts, these perverse nasturtiums have beauty and fra-

grance, yet they spoil the beauty and mar the symmetry of these bouquets meant to honor God and to please the eye of worshipers before the altar. Shall they be cast forth? They have turned their backs to the Tabernacle. Yes; but the loving, pitiful eyes of the Dweller in the Tabernacle see all sides of things; do you have a care lest you are considering principally the eyes of the worshipers.

Every true-hearted, high-minded teacher can read the meaning of the fable, the interpretation need not be written. The origin of the fable is here truly given, and because the idea grew in the atmosphere of the chapel, you will cherish it, however unworthy the mental soil that nourished it.

CHRISTMAS CUSTOMS.

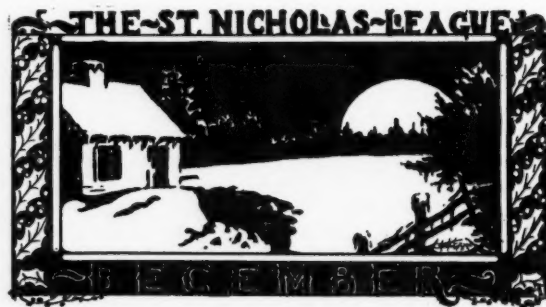
(By Edna Wickham, St. Mary's Academy, Notre Dame, Ind.)

The first snow-fall is the herald of Christmas, and with the flakes there come a thousand thoughts. It is a celebration joyfully anticipated by young and old. In every home where there are little ones the spirit of Christmas shows itself in a decided improvement in the children's behavior, and as the festival season draws near, Santa Claus is the chief topic of conversation, letters are written to him and there is a furtive looking out for him in case of short-comings. Truly Christmas is the children's day, and most of the customs handed down from the past have to do with them. Some, however, belong to all, irrespective of age, and among these is the custom of gift-making.

In the beautiful story of the first Christmas, as told by the evangelists, we read that the Magi were led by a bright star to Bethlehem, where they found the child with Mary, His Mother, and having worshipped Him, they offered their gifts of gold, frankincense and myrrh, and here, doubtless, we have the origin of the practice of gift-making in the holiday season.

Some Christmas customs, it is believed, had their beginnings in Pagan ages. It was about the time of our Christmas celebration that the Druids of old performed solemn religious rites in which the oak and the mistletoe were prominent. The parasitic little mistletoe was used as a charm against sickness and evil spirits. In our day, also, the mistletoe is used as a charm, but its function differs very materially from the old time customs, even though it has some connection with heart trouble! With the mistletoe we usually blend the holly, and there are pretty legends clustered about the red berries; one of the stories tells us that a drop of the Christ-child's blood at the time of the Circumcision fell upon the green plant, hence the red berries.

The trimming of the evergreen tree is a special Christmas custom and hails from Germany. We find records of it in Strassburg as early as the sixteenth century. There is a legend which tells of a knight, who, traveling through the woods on Christmas eve, was startled at sight of a fir tree decorated with lighted tapers, some erect, others inverted, and on the very top of the tree an infant with



(December blackboard design drawn by a pupil. Here reproduced by courtesy of St. Nicholas Magazine)

haloed head. The knight appealed to the Pope for an interpretation, and it was decided that the tree might represent the Church, the candles the faithful and the unfaithful, and the Infant, the figure of Christ.

The Christmas tree was not introduced into France until after eighteen hundred, but it is said that now fifty thousand trees are used in Paris alone on Christmas day, although the French give more attention to the celebration of the Circumcision and Petit Noel.

Eugene Field relates a pretty legend of the first Christmas tree. He tells of how, at the birth of Christ, an angel was sent into a vast forest to guard a certain little tree, and after protecting it for three and thirty years, it was hewn down and made into the Cross on which our Lord was crucified.

As the various peoples of the world come closer together by reason of facilities for travel, we become better acquainted with one another and customs are inclined to be universal rather than national. There is a novel custom in Sweden which we have yet to adopt; in that far off land a pet lamb is trimmed up and laden with the family presents, then turned loose in the field or garden while the members of the household run after it. Surely, they believe that "if a thing is worth having, it is worth going after!"

In this the twentieth century, our customs combine those of all the ages, for we have holly and mistletoe, the Christmas tree and gift-making, the plum-pudding and Santa Claus. Of course, social observances only have been mentioned, but under them all is the spirit of Christmas, which is that of charity to all; and who shall say how many a Scrooge has felt his heart soften under the sweet influence of the Christmas celebration, in honor of the time when were verified the prophet's words—"and a little child shall lead them!"

THE SO-CALLED EXTRA STUDIES.

(Rev. P. R. McDevitt, Supt. of Philadelphia Schools.)

When we have taken into consideration Arithmetic, the language subjects—Reading, Writing, Spelling, and Composition—History, and Geography we have covered the Curriculum of the past generation, and that also of some of the schools of the present day. Music, Drawing, Manual Training, Elementary Science, and Gymnastics were not generally taught in the schools of the past, but to-day they are found side by side with the essential branches. By not a few earnest, zealous teachers they are termed "fads and frills." What should be in a prescribed Course of Study has been the subject of much contention. The advocates of a limited course and the strict minimum insist that the time given to these "fads" leads to loss of efficiency in the essential branches. Without going into a discussion of the reasons for or against the teaching of Music, Drawing, Science, and Gymnastics in the elementary school, it may be said that education, real and complete, means the development of the whole individual. The will should be trained to follow the good and the true; the mind to think, to compare, and to draw conclusions; the powers of the body should be developed, because the condition of the body influences the mind. The senses need training; the eye to observe, the ear to recognize and appreciate the beauty of sound, and the hand to execute what the mind conceives.

Some of our teachers are opposed to the introduction of these extras, because they themselves were trained and educated under a Course more limited in its extent; hence they believe them to be neither necessary nor advisable.

Others again may be both willing and competent to introduce them, and may appreciate their value, but the pastor, who is the director of the school, may have his own peculiar views of education, and in defiance of Diocesan regulations or any other authority defines what shall be taught. His judgment is the only and the last court of appeal.

Then again the teacher may be willing and the pastor may not interfere, everything being left to the discretion of the teacher, but the circumstances of overcrowding are such that the teacher is prevented from giving attention to more than the strictly necessary branches of Reading, Writing, Arithmetic, with a little History and Geography.

Often too there is an insistence that these "fads and fancies" be cast out and the studies be restricted to the so-called "bread-and-butter" branches. But personal observation has led me to the conclusion that the school that eliminates all but the "essential" subjects does not always prove the truth of the contention that a restricted curriculum guarantees satisfactory and excellent school work in those essentials. Schools where an earnest, sincere effort is made to give due consideration to Music, Drawing, etc., have no reason to fear comparison with the school that admits only that which has an immediate, practical, and utilitarian value.

It has also been frequently said that the work of the child of to-day does not compare with that of the child of the past, and the responsibility for deterioration is placed upon the new and non-essential studies. The settlement of a question of this nature is extremely difficult, but we venture to say that a complete, fair, and thorough examination of the schools of the present day will show them not at all inferior to those of the past. An excellent way for reaching a conclusion in this matter is to recall one's own school-day experiences.

Although the school system of the present has undeniable advantages over that of the past, it would be wrong to say that it is flawless. Still we are striving to improve it, and some hope lies in a Course of Study that will guide and direct the teachers and systematize the work of the school. Such a course is the steering chart for the teacher, and while those in use in many dioceses may not be the best possible, still while the outlines given will admit of modifications according to circumstances, each should as a whole be carried out in the diocese for which it is prescribed. It is necessary that pastors and teachers respect it, no matter what may be their private individual views as to its efficiency; and teaching communities should aim to carry out its provisions, even though they may regard the prescribed Diocesan Course as not equal to their own; there must be concession, forbearance, and generous co-operation on all sides.—Report, 1905.

IMPORTANCE AND MEANS OF VENTILATION.

(Dr. Wm. F. Barry, Woonsocket, R. I.)

Pupils soon show the evil effects of breathing impure air. Many tire quickly in school, although they are able to work with ease on the same tasks at home. The teacher notices that although the children work quickly and brightly during the first period of the day, an undesirable transformation takes place after only a short time in the vitiated, unhealthful atmosphere. The child finds difficulty in application, is much less able to follow out a line of thought, and becomes dull, fretful and irritable. And there can be no question that many of the headaches attributed both by parents and by physicians to eye-strain and too close application to study, are the result of improper ventilation of our schoolrooms.

The problem seems simple enough, for there is plenty of fresh air in the world. The difficulty is in bringing about a continuous and regular exchange of pure for foul air in school buildings without causing drafts.

The teacher who is fortunate enough to find herself in a building equipped with modern ventilating apparatus has little to think of on this score beyond familiarizing herself with the practical workings of the system; for the janitor may not always be at hand in an emergency and the teacher then needs to know how to operate the apparatus herself. In some cases, for example, where fault was found with the performance of one or another

system of warming and ventilating, the trouble was found to lie in the ignorance of the teacher, who had closed the wrong openings. But properly managed, a good system of artificial ventilation will very considerably lighten the all too heavy burden of the teacher's responsibilities.

If artificial ventilation is not or cannot be installed, however, there are improvements that may be made upon the old-fashioned practice of opening wide the doors and windows. When windows have to be used without any fixtures for interrupting the direct flow of the outside air, much less discomfort to the pupil will result if they are opened from the top. But it is wrong to expect proper ventilation in a crowded room from doors and windows alone. Accessory means can be easily established, as, for instance, by making several openings for the entrance of air at the bottom. These openings should be provided with registers that can be opened and closed at will. If it is necessary to use the windows, it is desirable to employ some form of the numerous window ventilators in use. Some are merely plain strips of board fitted underneath the lower sash, allowing the air to enter upwards between the sashes. Others are wooden pieces perforated in such a way as to direct the current of entering air upwards. Another is a device of glass after the fashion of a Venetian blind. An excellent adjunct appliance, efficient in its place, but hardly large enough to supply all the air required in a schoolroom, is a ventilator made of glass enclosed in a wood or metal frame, fitting any ordinary window and placed in adjustable brackets at an angle of from five to twenty degrees. It can be readily adjusted parallel with the window, and can be attached or removed without causing any defacement to window



sash or frame. By its means, the fresh incoming air is deflected towards the centre of the ceiling, where it meets the warmer air, with which it becomes thoroughly mixed. In this way a good, free circulation is produced without subjecting persons in the room to drafts.

There are numerous tests for determining the relative amount of impurities in the air, but as all are very difficult to perform with the material at hand in an ordinary schoolroom, they are left for text-books on the subject of ventilation. The teacher will seldom need to use anything but her olfactory nerves to determine that the ventilation is bad. The odor from the impurities of the air will often be increased by the odor of fetid discharges from the ear, of decaying teeth, and of sweaty feet; and the teacher should have no hesitation in searching out the source of such annoyance, and seeing that they are remedied as soon as possible. In all these cases, with the possible exception of prolonged discharges from the ear, cleanliness is all that is required. An unpleasant odor from a chronic ear trouble should be a sufficient cause for the excusing of a child from school. The air must be kept pure and sweet at all costs, and the teacher, in addition to seeing that the artificial ventilation works as it ought, should seize every opportunity, as at recess and lunch hour, for thoroughly renewing the air by opening doors and windows.

At this point it would be well to insist that the abolition of the old-time ten or fifteen minute recess was a serious error. It offered an excellent opportunity to air all the rooms thoroughly and afforded a breathing spell for the pupils. There was also time to give the tired brain a rest, to ease the eye strain, and to relax the wearied and cramped muscles. But within the past few years the recess in many schools has been abolished as being old-fashioned and exceedingly difficult to carry out, because it interfered with school order. The omission of the recess shortened the day's work of the teacher, it is true, but it took from the pupil a very refreshing period. The school hours should be interrupted during both sessions for fifteen-minute recesses, or when there is but one session, there should be a recess of no less than thirty minutes. In Germany there is a legal requirement demanding forty minutes intermission, exclusive of gymnastics, for every five hours of school work.—(From Hygiene of the Schoolroom, Silver, Burdett & Co., Publishers, New York and Chicago.)

TALKS TO THE CLASS.

1.—The Sign of the Cross.

(Rev. P. Fidelis, O. S. B.)

Whene'er across this sinful flesh of mine
I draw the Holy Sign,
All good thoughts stir within we, and renew
Their slumbering strength divine;
Till there springs up a courage high and true
To suffer and to do.

—Newman.

(As there can be no object more precious to the devout Christian than the Cross, or one by which he can profess his faith more briefly or more thoroughly than by the sign of the Cross, teachers should see that children not only make it properly and reverently, but that they also know its full significance.)

To incite us to making the sign of the Cross, the Pope has granted an indulgence of fifty days for every time we do so. To gain this indulgence we are required to make the sign devoutly and in the right form. The words can not be changed. Some add a word by saying, "In the name of 'God' the Father," etc. Others omit a word by saying, "In the name of the Father, of the Son, and of the Holy Ghost." An alteration of this kind would be far worse if it occurred in the Baptismal formula. The right way to which we should strictly adhere, is: "In the name of the Father, and of the Son, and of the Holy Ghost. Amen."

In the Catholic Church there are three forms made use of for making the sign of the Cross: (1) the large or Latin Cross; from the forehead to the breast, and from the left to the right side; (2) the small or German Cross upon forehead, lips, and breast; (3) the simple or small Cross which is made with the thumb only over objects and persons; as for instance, at the reading of the Gospel, over the Altar, upon the forehead of the newly baptized and confirmed. To these may be added the Cross with the open hand at the end of Mass, and at the blessing of different articles. The form of the Cross is always made in such a way that the hand is first moved downwards, and then from the left to the right side.

The Church makes use of the sign of the Cross at all consecrations and blessings, particularly at Holy Mass and in administering the Holy Sacraments. The words which the priest employs upon these occasions are varied. He is always guided by what the Church prescribes as to which of the three forms he should employ. For the others of the faithful no particular disposition has been made in this respect; it is, however, customary to follow the priest's direction in this matter;—that is to say, make the large Cross at the beginning of Mass and at the last blessing, but the small Cross at both of the Gospels.

The words which we pronounce upon making the sign

of the Cross are of special importance. We profess thereby our belief in the mystery of the Most Holy Trinity, and in the Redemption through Christ's death upon the Cross. The more lively our faith, the more frequently shall we make this sign with devotion. As St. Cyril of Jerusalem says, we ought to make the sign of the Cross before doing our work. In speaking of the Christians of his time he says that they not only made this sign upon themselves, but over their effects likewise. The mother presses it upon the forehead or breast of her children, the father blesses his house with it, his tools, in fact all his belongings.

By the sign of the Cross we declare ourselves to be champions of the Crucified Redeemer. By making this sign upon brow, lips and breast, we consecrate our thoughts, words and works to the Triune God. We thank the Father for creating us, the Son for having redeemed us, and the Holy Ghost for our sanctification.

Theologians count in particular the following five effects of the holy Cross: (1) It frightens away evil spirits. (2) It withdraws that which has been marked with the curse of God. (3) It fortifies us in the faith. (4) It arms us against temptation. (5) It obtains for us also temporal blessing and protection in perils.

(If the Christian teacher instructs children in this sense, and accustoms them in time of temptation to make the sign of the Cross devoutly, she bequeaths to them a great blessing. The Cross is a book, which the child can be made to understand when he is yet incapable of reading other books.

She should point out to them the crucifix that ought to be in every room, and say: "Look, children, that is a picture of Jesus Christ, who is true God and true man. For love of us He died upon the cross. By His sufferings, He redeemed us from sin and hell. Had He not done this, then all mankind would have gone to hell, into eternal fire. We must therefore love Him very much and avoid offending Him. We offend Him as often as we commit a sin."

Blessed is the teacher who understands how to impress these lessons upon the sensitive heart of her young child. She thereby lays the foundation of his temporal and eternal happiness.)

2.—Meaning of Priest's Vestments.

How many people know the names of the vestments the priest wears at Mass, and that each one has a special significance?

The vestments worn by the priest celebrating Mass are six:

1. The Amice is a white linen veil, which the priest puts on over his head and shoulders. It represents the veil with which our Lord's enemies covered the face of Jesus when they struck Him.
2. The Alb is a long white linen garment which reaches to the feet of the priest. It represents the white robe that Herod in mockery put upon our Lord.
3. The Cincture, or Girdle, is the cord tied around the waist to hold up the Alb. It represents the cords with which Christ was bound.
4. The Maniple, worn on the left arm, represents the chains put upon our Lord, and also the handkerchief with which Veronica wiped His face.
5. The Stole is a narrow band which hangs down from the neck and is crossed on the priest's breast. It represents the cords with which our Lord's neck was bound after His condemnation. It is also the distinct sign of the priestly office and is used in many other ceremonies and blessings.
6. The Chasuble, or outer vestment, covers the body of the celebrant and represents the garment with which Christ was clothed in Pilate's court. The large cross upon the Chasuble reminds us of the cross placed upon Christ's shoulders. At solemn Mass, the deacon and sub-deacon wear vestments called Dalmatics, which resemble the Chasuble worn by the celebrant of the Mass.

A STUDY OF THE HOLY GRAIL.

(By Sister M. Pauline, Order of Mercy.)

(In the outline for "A Study of Lowell," presented last month, the fourth week was to be devoted to the "Vision of Sir Launfal," and suggestion was made that Tennyson's "Holy Grail" be introduced to supplement the work. For this purpose the following outline will be helpful.)

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The series of poems entitled the "Idylls of the King" displays Tennyson's profoundly spiritual thought in the most beautiful figurative language. It is his masterpiece, and noble and grand it is! The tales which form it deal with King Arthur, that kingly king and his famous Knights of the Round Table. All the legendary exploits, trials and sufferings of the faultless king and beloved knights are handled by a master hand. As is usual in the poetry of Tennyson, the sea forms the background for the "Idylls." It is fairly vocal with the sea sound.

Our selection from this series—"The Holy Grail"—is its center-piece. The poem opens thus:

"From noiseful arms and acts of prowess done
In tournament or tilt, Sir Percivale,
Whom Arthur and his knighthood called the Pure,
Had passed into the silent life of prayer,
Praise, fast, and alms, and leaving for a cowl
The helmet in an abbey far away.
From Camelot there, and not long after died."

But before the Angel of Death had claimed him for his own, Ambrosius, a fellow-monk, whom Percivale loved much, seeing perhaps that his beloved friend and comrade was fast fading from this world away, asked him why he came to the cloister dim:

"Tell me, what drove thee from the Table Round
My brother? Was it earthly passion crost?"
"Nay," said the knight; "for no such passion mine
But the sweet vision of the Holy Grail
Drove me from all vainglorious rivalries,
And earthly heats that spring and sparkle out
Among us in the jousts, while women watch
Who wins, who falls; and waste the spiritual strength
Within us, better offer'd up to Heaven."

And then he tells Ambrosius the wonderful story of his vision, which had inflamed his heart with an ardent and yearning love for things divine. Here is the beautiful tale:

The Holy Grail, the chalice from which our Lord drank at the Last Supper, was taken by Joseph of Arimathea to Glastonbury, where it remained until sin o'er-spread the land and then "It was caught away to Heaven and disappear'd," so the legend ran.

As with one voice the prayers of the whole world were wafted Heavenward for its return; and through the prayers and fastings of a virgin, whose heart was pure as snow, the prayer was answered.

She, the sister of Percivale, abandoned the gilded world and turned her loyal heart's love to holier things. Her yearnings for the vision of the Holy Grail became so intense that it was the burden of her prayers, and she grew so frail and thin from her fastings that she seemed but the shadow of her former self as she knelt in prayer before the sculptured Christ.

One summer night she was awakened from her peaceful slumbers by the sound of a silvery horn sounding clear and distinct from o'er a distant hill. Strains of heavenly music were wafted to her on the silent air; and as she listened, wondering, she beheld a silvery moonbeam streaming through her cell, supporting amid its luminous rays the Holy Grail, transparent, blood-red. Within it was the living, beating heart of our Divine Lord, and all her cell was bright with "the rosy colors leaping on the wall."

Then the music died away, the vision slowly disappeared, the beams faded; and from the walls the rosy quiverings died into the gloom. A solemn stillness filled the room, but on the soul of the holy maiden lay an infinite calm—"The peace which the world cannot give."

On the morning she sent for Percivale and breathlessly told of the wondrous vision, and as she spoke her eyes shone beautiful in the light of holiness.

"Lo now the Holy Thing is here again

Among us, brother, fast thou too, and pray

And tell thy brother knights to fast and pray

That so perchance the vision may be seen

By thee and those, and all the world be heal'd."

He did as he was bid, and when the knights heard the story they were amazed, but they hoped and prayed, "expectant of the wonder that would be."

There was one among them—Galahad—as good as he was beautiful—a pure-hearted, virgin knight—who, as he listened, filled Percivale with wonder; his eyes became so like his sister's that he (Galahad) seemed himself her brother more than Percivale. Meanwhile the wan, sweet maiden had shorn her silken strands of golden hair, and intermingling with it threads of crimson and of silver had woven a belt representing a crimson grail within a silver beam. This she bound about Galahad, prophesying to him thus—

"Go forth, for thou shalt see what I have seen
And break thro' all till one will crown thee king,
Far in the spiritual city."

Then came the year of miracle. Merlin, a magician, had wrought a wondrous chair wherein no man could sit 'but that he lost himself.' Galahad, interpreting the true meaning of the words, cried—

"If I lose myself, I find myself."

"Then on a summer night it came to pass

While the great banquet lay along the hall

That Galahad would sit in Merlin's chair,"

And all at once the roof was rent in twain, the thunder pealed, the lightning flashed, and all along the wall was seen a light "seven times more clear than day." Adown the long beam stole the Holy Grail enveloped in a luminous cloud, which made it invisible to all; but each knight beheld his comrade's face "as in a glory."

When it had passed they stared at each other, dumb with wonder, till some found voice to vow that because he had not seen the Grail he would go in search of it; and then many other knights swore too that they would seek until they found it.

Just here, King Arthur, who had been absent from his court, coming in, was angry when he heard what his knights had done, and his brow darkened as he pronounced the quest vain for all save Galahad, who had alone seen the Holy Grail—

"Ah, Galahad, Galahad," said the King, "for such

As thou art is the vision, not for these."

Then to the knights he spoke thus:

"What are ye? Galahads? No, nor

Percivales—nay," said he, "but men.

Knights that in twelve great battles splash'd and dyed

The strong White Horse in his own heathen blood—

But one hath seen, and all the blind will see.

Go, since your vows are sacred, being made;

Yet—for ye know the cries of all my realm

Pass thro' this hall—how often, O my knights,

Your places being vacant at my side

This chance of noble deeds will come and go

Unchallenged, while ye follow wandering fires

Lost in the quagmire!"

He bade them meet on the morrow for the last time "in gracious pastime" ere they set out on their quest. Never had the earth appeared so fair and bright, nor the sky so blue as on the eventful morning when the knights began their perilous search. Everything seemed auspicious, and hopes of seeing the blessed vision beat high in every heart. Sir Percivale's blood "danced in him," for he felt he would see the holy thing. Hope, "the bright day-star," was the sweet companion of his exile; but in the background dim and stern arose the shrouded figure

of Memory, and "Hope folding her wings looked back and became Regret." "Lifting up his eyes, Percivale found himself in a land of sand and thorns."

He suffered thirst almost unto death, and, as he rode onward, he saw a crystal brook rippling through a verdant valley. Drooping trees o'erhung the sparkling stream and were mirrored in its transparent depths, as it "play'd ever back upon the sloping wave." The long, cool grass was flecked with luscious fallen fruit; but even as he drank of the crystal waters and ate the tempting fruit they turned to dust, while he was left solitary and thirsting in "a land of sand and thorns."

Then he beheld a woman spinning in the doorway of a cottage, who, rising up, greeted him with a welcoming smile and bade him rest; but as he touched her lo! she turned to dust, the house in which she sat became no better than a "broken shed," and again was he alone.

On he rode again in hope that he would find relief for his parching thirst, when he met a man in jewelled armor coming towards him, and when he thought he was about to crush him, the "being huge" opened his arms to embrace him; but as Percivale touched the golden vision it was only dust, and wearying he was again "in a land of sand and thorns."

A "mighty hill" then stood in his way, whereon was a beautiful city whose pinnacles and towers pierced the clouds. By the gateway was a crowd crying to him as he climbed, "Welcome, Percivale, thou mightiest and purest among men!" but lo! when he reached the summit of the hill he found "no man, nor any voice."

From thence he passed "far through a ruinous city" where he saw one man only of exceeding age, who, as he gaspingly asked the weary knight, "Whence and what art thou?" fell into dust and was no more. Left alone again, Percivale, in his grief and utter disappointment, cried out—

"Lo, if I find the Holy Grail itself

And touch it, it will crumble into dust."

And thence he journeyed into a lowly vale:

"Low as the hill was high and where the vale

Was lowest, found a chapel, and thereby

A holy hermit in a hermitage."

Here he entered and confided his phantoms to the holy man, who said:

"O son, thou hast not true humility,

The highest virtue, mother of them all,

For when the Lord of all things made Himself

Naked of glory for His mortal change,

'Take thou my robe,' she said, 'for all is thine,' but

Her thou hast not known; for

Thou hast not lost thyself to save thyself

As Galahad."

And even as he spoke Galahad himself stood in the chapel door clad in silver armor. He entered and all knelt in silent prayer to Him Who "refreshes those who labor and are heavily burdened." They then assisted at the Holy Sacrifice and the virgin knight saw the Hidden Treasure "face to face"; indeed it was ever present to him, "fainter by day, but in the night blood-red, and in its ever-abiding strength he went on victorious, shattering all evil customs everywhere."

He invited Percivale to go with him, for "My time is hard at hand and thou shalt see the vision when I go." Before them rose a mighty hill, on whose summit raged a fearful storm; and at whose foot, as far as eye could see, stretched a great black swamp, sending forth "an evil smell." It was almost impossible to cross the reeking, vast expanse, but the heavenly-directed Galahad sprang from bridge to bridge, leaving each to be devoured by fire as he crossed it. Percivale yearned to follow his fellow knight, but he could look on in reverential awe at the strangely wonderful scene before him.

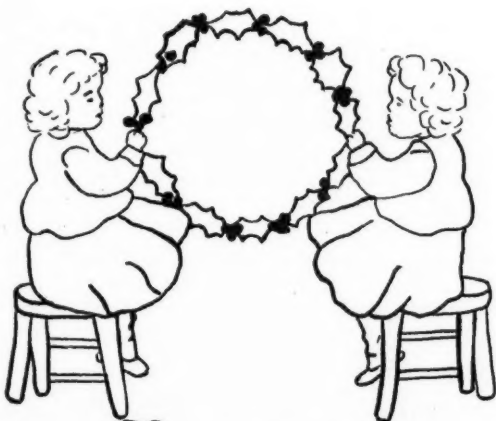
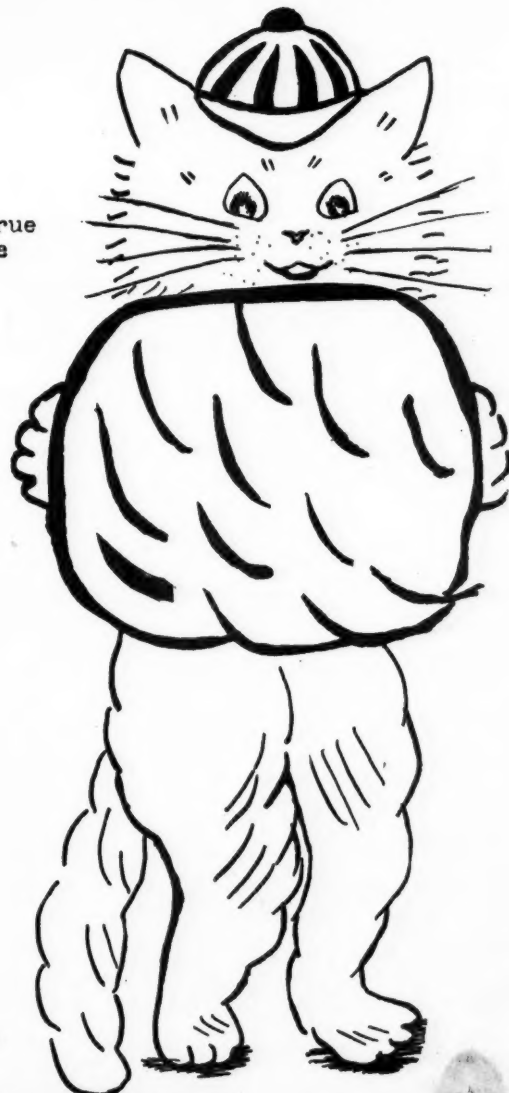
Presently the heavens opened thrice, the thunder roared with a deafening sound, the lightnings flashed with startling vividness; then lo! across on the waters he be-

(Continued on page 224)

CHRISTMAS DRAWING



"Merry Christmas!" I call to you!
I am wearing an old fur coat 'tis true
But I use a new muff and cap because
They were presents from dear old
Santa Claus!



MERRY
CHRISTMAS.

Laura Rountree Smith.

SNOWFLAKES

Out of the sky they come,
Wandering down the air;
Some to the roofs, and some
Whiten the branches bare.

Some in the empty nest,
Some on the ground below,
Until the world is dressed
All in a gown of snow,—

Dressed in a fleecy gown
Out of the snowflakes spun;
Wearing her golden crown,
Over her head the sun.

Out of the sky again,
Ghosts of the flowers that died
Visit the earth, and then
Under the white drifts hide.
—Frank Dempster Sherman.

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from your eyes.

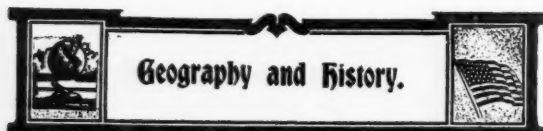
While bells of Christmas ring
Joyous and clear,
Speak only happy words,
All mirth and cheer.

Give only loving gifts,
And in love take;
Gladden the poor and sad,
For love's dear sake.

raphy, "A study of the earth and its inhabitants in their mutual relations." The writer deduced some general principles from his observation of the work which may be considered as fundamentals of the methods pursued: Mere telling can never properly establish those basal



Making up a set of industry supplies to be sent out to a school



GEOGRAPHY IN THE COUNCIL BLUFFS SCHOOLS

GEO. W. JONES, Editor School Century.

In the teaching of geography in the schools of Council Bluffs, Iowa, the teachers with the help and co-operation of Superintendent Clifford are putting into actual practice the twentieth century idea that education should



Sets of lantern slides and industry sets available for any school on the teacher's requisition

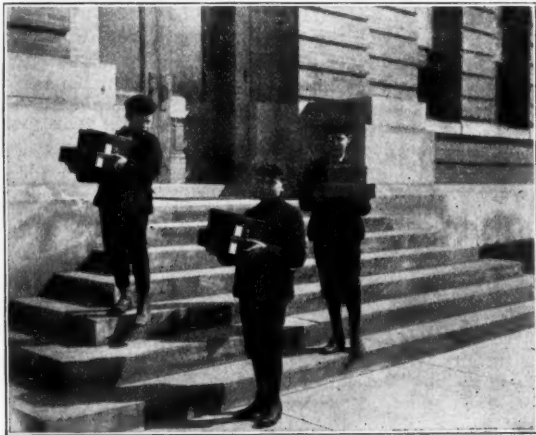
acquaint the pupil with his world environment and give him a knowledge of his relation to it. One sees there exemplified in actual practice the new definition of geog-

concepts which must lie at the foundation of any clear and valuable knowledge of geography, and, therefore, the study of geography must begin out of doors, with the hills and valleys, and woods and fields, and the home village or city, and the local industries belonging to the immediate world environments of the pupil. Manual expression greatly aids the learning process; therefore map molding and making, and the construction of production maps, should constitute an essential part of the pupils' work in the process of learning geography. Illustration is better than explanation, and therefore pictures, stereoscopic views, and particularly stereopticon views, are essential for the proper teaching of many topics in geography. There should be less book about things and about the world, less learning by rote, and more contact with and study of things, especially in the work of the lower grades. And, finally, the study of productions and industrial occupations help the pupil to come to a right understanding of his relations to his environment, and such study should be made the center of correlation for much geography, writing, composition, spelling, nature, drawing and construction work.

It is in the superintendent's office that the visitor begins to note that unusual things are being done in the teaching of geography in the Council Bluffs schools. A part of his office has been converted into what might be termed a central bureau of illustrative supplies for use in teaching geography. Here are rows of shelves filled with numerous cloth-covered boxes of varying sizes. Here are kept ready for the use of any classroom in the city three lines of material which are used in correlation. In one set of cases are classified sets of stereopticon views, more than two thousand in number, illustrating certain important topics in geography, especially the production and manufacturing industries. In other and larger cases are what the teachers of Council Bluffs call "Production Sets." They contain sets of specimens of thirty or more of the leading productions of the world. Each set contains specimens of the production in its raw or natural state and the various commercial products manufactured therefrom in the different stages of the manufacturing process. For each "Production Set" there is a case, about 9x12 inches in size, containing information material regarding it, clipped, culled and collected from many sources by superintendent, teachers and pupils. The box of information material which goes out with a particular "Production Set" and the accompanying set of lantern slides save the teacher a great deal of time that would otherwise be expended in making a special study of the production and

the industries growing out of its manufacture and preparation for commerce. The pupils in the more advanced grades, of course, have access to this box of information when studying the product to which it refers.

When a teacher wishes to make some production industry a subject of special study as a center of correlation for much of the geography of some particular state or region or country that comes up for study in the geography course, she sends two or three messengers



Messengers going out with sets of supplies to be used in teaching a production or an industry

to the superintendent's office with a requisition for a set of illustrative supplies. For example, if the pupils are studying the southern states she sends for a "Cotton Set" and the "Rice Set." If the class is beginning the study of China she sends for the "Tea Set." If Japan is the subject of study it is the "Silk Set." Every great region and every country in the world is represented in this outfit with a production set, with a set of lantern slides for illustration and with a box of information material.

With a set of these supplies at hand in the classroom the teacher is ready to begin the topic. An outfit of supplies relating to a production is kept by the teacher in her room for a stated time or until the class has finished studying the topic to which it relates. Let the reader take note of the fact that an outline of the particular topic to be studied is written upon the blackboard before the school. This outline serves as a guide directing the pupil to the essential things to be learned about a production in his reading and study and observation.

It is simply wonderful how the presence and the use of this concrete and illustrative material enlivens not only the particular topic studied but the whole subject of geography. The writer saw more than one class in recitation work with this material and the pupils were wide awake with interest to their very finger-tips. They were keen to examine the specimens, to see the pictures, to read everything available on the subject in hand, and then to tell in recitation what they read and saw. Instead of listlessly studying just so many printed paragraphs in a geography, to be recited without interest or intelligence, a process which might be well described as learning geography by the inch or by the foot, the pupils were studying a real, vital and interesting subject and reciting about it with a mental glow and vivacity that was truly refreshing. It is this sort of study that gives vitality to knowledge and makes the mind to grow and increase in power.

As previously stated, pupils get their basal concepts in geographical learning from out-of-doors study whenever possible. The writer found, for example, that the intermediate grade class which was reciting on the beet sugar industry, with the specimens in hand, had visited

a sugar-beet farm not far from Council Bluffs and had there pulled some of the sugar-beets from the fields and talked with the farmer about the method of planting and cultivation and harvesting and the shipping of the product to the factory in Nebraska. They brought back from the farm some specimens of the beets to add to the stock of supplies. The bottled specimens of the sugar-beet in the various stages of manufacture from the raw article to the finished product were secured from a beet-sugar manufactory in Nebraska. With this observation and study the pupils were prepared to fully appreciate and comprehend the realistic pictures of the stereopticon thrown upon the screen illustrating the agricultural and manufacturing phases of the beet-sugar industry. In connection with the study of the meat industry, for example, the writer was told the class made a visit to the great packing-houses in South Omaha just across the river below Council Bluffs, from which they secured a liberal lot of specimens of meat products and by-products.

This sort of work makes the pupil feel that his schoolroom life and work are closely related to the life and work of the real world outside. This method brings the pupil in his pursuit of learning face to face with the conditions of industry and life which he will have to meet when he passes from the schoolroom into the world.

The study of productions and the manufacturing industries they give rise to involves a study of the regional geography, the soil, climate and physical features of the area of production; a study of the class of people engaged in the industry, their manner of life, the conditions under which they labor and the wages they receive; likewise the location of the leading manufactories and manufacturing cities and a study of the manufacturing processes. All this involves such phases of commercial geography as the marketing of these products, their means and expense of transportation, and also their economic uses and value to society. Isn't it plain that the study of geography thus becomes a live subject, a study of the real world?

Perhaps the most conspicuous schoolroom appliance in Council Bluffs, conspicuous because it is so unusual,



Illustrating a lesson on lumber with specimens of wood and wood products

is the stereopticon. It would not be possible to do the successful work that is done in geography there without this modern educational appliance. There is a stereopticon in every one of the ten larger school buildings in Council Bluffs. In each building it rests on a light portable rack or stand, all adjusted for use so that it can be easily placed in any schoolroom in a few minutes and made ready for action. Every classroom in the ten buildings is equipped with a lantern screen which rolls up like a

window shade out of the way when not in use. It was amazing to see how every teacher and many of the pupils were able to operate the stereopticon with perfect ease and skill. It is brought out for frequent use in every room. It is an ever-ready aid for illustrating subjects in history, geography and nature study.

Certainly the queen of appliances for illustrating subjects in the school is the stereopticon, and the wonder



Meat Industry Set. Boy Reciting as He Exhibits Specimens of the Products.

is that schools are not more rapidly adopting it considering its moderate cost, the ease with which it may be operated and the rich fund of illustrative lantern slides available for small money. Many a school board pays out more money for some worthless chart than would buy a good stereopticon, such as is manufactured for school and college use by the McIntosh Stereopticon Company of Chicago. Mr. Clifford has ten of the McIntosh make and pronounces them the best available machines for school use. For showing scenes and places in history and for presenting views of the physical features of countries, for showing the chief processes of the various industries and manufactures, the stereopticon comes as near bringing the outside world into the school, or, if you please, of carrying the pupil from the school-room into remote parts of the world, as is possible in educational work. Its use in the school marks the beginning of a new era in the teaching of geography, history and science.

Do not think, dear reader, that a stereopticon was placed in each of the ten buildings of Council Bluffs, that more than 2,000 stereopticon views were collected and that sets of production specimens of the leading typical production industries of the world were all secured and put into use in a day or a term. Mr. Clifford has been several years collecting this material and these appliances. During his vacations, when not filling engagements, he has visited different parts of the country securing specimens and photographs and data. He does not depend on the manufacturers of lantern slides. He or some of his teachers make them at home from photographs he has taken and from good pictures taken from books and magazines. He did not ask the board of education to appropriate money for the purchase of stereopticons. The money was raised at school entertainments given by the pupils. On the occasion of an entertainment rooms of the school building were thrown open for the evening and were decorated with an exhibit of the pupils' work. The stereopticon views used in illustrating some interesting topic of school study was the chief attraction of the entertainment. The pupils did the lecturing or talking, or perhaps it might be called reciting, as the pictures were thrown upon the screen. These entertainments attracted the parents and brought them to the school and interested them in the school life

and school work. Most of these parents had never been inside the school building before to see what was going on there. A small admission fee of 10 cents brought proceeds enough from an entertainment or two for purchasing a stereopticon and perhaps more lantern slides. One by one the schools thus raised money for this purpose. As a result of this work the patrons of the Council Bluffs schools have been brought closer to the school and to know more about it today than at any other time in the history of that city. This close relationship between parent and school, for which many a superintendent is struggling against hope, has been brought about largely thru the use and the attraction of the stereopticon.

Some critic may say, "This is all very well, but it requires so much of the pupils' and teachers' time that should be devoted to routine work." As managed in the Council Bluffs schools very little time is consumed because the stereopticon work has been reduced to a system and it is plain that its use so vivifies learning and quickens thought that the pupils with the aid of the appliance get a clearer and better understanding of a subject and master it in half the time they could without it. It must be pronounced a time-saver in the process of education.

Another line of work which plays an important part in the Council Bluffs way of teaching geography is the map molding and making. When a third grade class has done some out-of-doors observation, or field work, studying the physical relief and forms of the home region, the pupils begin their map molding and making. All classrooms from the third grade up are equipped with sand trays, about 15x20 inches in size, so that each pupil has a supply of sand in a tray on his desk for individual map molding work. In a convenient corner in the room is a large sand table from which the pupil gets a supply for his tray. In some cases a group of pupils work at the large sand table in molding a large relief map of some particular region or country. What a simple, inexpensive and yet what a valuable equipment this makes for any school! It should be considered indispensable, but, alas, in a majority of cases it is considered dispensable.

The pupil begins his map molding by first constructing a sand map of the school yard, of the district and later of the county. As he progresses up thru the grades his field of geographical study widens and he molds a map of the state. The pupil earns to locate on the sand map he has made of his county, for example, first, his home city, the river which flows in sight, then to locate other



Lesson with stereopticon
Class recites as the pictures are thrown on the screen

towns and streams in the county. Grains of corn or bits of chalk are stuck into the sand map to designate the location of towns and cities. With pencil the pupil traces in the sand the courses of the rivers. To represent the railroads bits of colored string are laid upon the map in proper position. Growing out of the study of productions is the production map, on which the specimens of the products are placed in the areas where they are produced. In molding the map of the state, for example, one may be made to illustrate the physical features and boundaries. Another may be molded in the flat for use in placing over its surface specimens of the leading productions in the areas which produce them. Another map may be made for use in showing the location of cities, rivers and lines of railroads.

As the pupils progress they are allowed to mold maps in a mixture of salt and flour, two parts of salt and one part flour, mixed to the consistency of batter. When dry this preparation makes a hard plaster. With it maps may be molded on a piece of cardboard or common pasteboard. It adheres firmly to the board and may be handled with ease. When a salt-and-flour map is dry the pupil with brush and paints locates the leading cities and draws the leading rivers and lines of railroad. The mixture works very successfully in the construction of relief maps and some of these made by the pupils are



Bird study specimens in Washington Avenue building
Collection in case presented by Ernest Thompson Seton

fine specimens of construction work. They are very convenient, too, in the making of production maps, because before the mixture is yet dry the specimens of products which are placed upon it adhere firmly as the map dries and hardens. All this map-molding and making leads the pupil to realize that a map is something more than a mere map; that it is a symbol of actual regions of a part of the great out-of-doors world by which the child is enabled to go beyond the printed symbols to the mental realities.

Another form of work correlated with the study of productions and industries is the geographical booklet prepared by the pupils. At certain stages of the work the booklet consists of a series of maps drawn freehand. In later stages it consists of the written stories of the production illustrated with drawings and pictures cut from papers and magazines. The creative ability of the pupil is given free sway in designing artistic covers for these booklets. Some of them as exhibited are indeed very creditable pieces of drawing and design. The making of these booklets constitutes a form of review and is also a part of the work in language and composition and drawing and writing.

CHRISTMAS BELLS

(To be recited by children with bells.)

First—

I heard the bells on Christmas day
Their old familiar carols play
And wild and sweet
The words repeat
Of peace on earth, good will to men.

Second—

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good will to men.

Third—

Till, ringing, swinging on its way,
The world revolved from night to day
A voice a-chime,
A chant sublime
Of peace on earth, good will to men.

All—

Then pealed the bells more loud and deep.
"God is not dead, nor doth He sleep!
The wrong shall fail,
The right prevail,
With peace on earth, good will to men."
—Longfellow.

HOLLY SONG

(To be recited by boys with holly wreaths.)

First—

Blow, thou winter wind,
Thou art not so unkind
As man's ingratitude;

Second—

Thy tooth is not so keen,
Because thou art not seen,
Altho thy breath be rude.

All—

Heigh ho! sing heigh ho! unto the green holly;
Most friendship is feigning, most loving mere folly;
Then heigh ho! the holly!
This life is most jolly.

Third—

Freeze, freeze, thou bitter sky;
Thou dost not bite so nigh
As benefits forgot;

Fourth—

Tho thou the waters warp,
Thy sting is not so sharp
As friend remembered not.

All—

Heigh ho! sing heigh ho! unto the green holly;
Most friendship is feigning, most loving mere folly;
Then heigh ho! the holly!
This life is most jolly.

—William Shakespeare.

LITTLE TOWN OF BETHLEHEM

O little town of Bethlehem!
How still we see thee lie;
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And gathered all above,
While mortals sleep the angels keep
Their watch of wondering love.
Oh, morning stars together
Proclaim the holy birth!
And praises sing to God the King!
And peace to men on earth.

—Phillips Brooks.

HOW TO BEGIN GEOGRAPHY

MISS TEMPERANCE GRAY, Assistant Principal Grammar School 141, Brooklyn.

A subject can be so taught that pupils learn much and are worse off than if they had never learned it. Knowledge gained at the cost of hatred for a subject, or at the expense of further interest in it, is of doubtful value, to say the least. It is a serious mistake to limit the outlook upon a subject to the work of any one grade, or so to present matter that "results" for the term can be measured by the facts learned in that time. That teachers need to know thoroly the work of their particular grade no one will dispute; but that they need to have a good idea of the entire field is also indisputable. For a pupil to go thru a half year or a year and have at the end of that time no educational product would be a pity; but that many go thru one grade after another seeing only certain tasks to be mastered in each, and with no abiding interest in any subject as a whole, is also a pity. The broad outlook that takes in the subject as a whole is especially needed in beginning geography. Geography should be taught from beginning to end as a world-wide subject, and the work of the first five months is not to teach a certain portion but to prepare for the teaching—to arouse an interest in the subject and put the pupils in the way of satisfying that interest. It is the work of this grade to select the site and collect the material to be used later in building the superstructure. Here the foundation is laid, and it behooves us to dig deep into the child's experience, to search the hidden recesses of his imagination, that we may found upon the firm rock of intelligence the structure of knowledge we plan to rear. We should give him such a basis for his work that he may himself build thereon during all the years to come. By a get-geography-quick plan a map of some section is placed before the pupils and they are set to work bounding, locating, describing. This drudgery may provide some facts for glib recitation, but it will probably create a dislike for the subject and give a distorted notion of a map that no future teaching, however good, can entirely eradicate. Better far begin by using the geography that the children have learned outside of school—for they have learned much, tho they have never dreamed of calling it geography—and lead up to map study in such a way that a map of any kind will thenceforth possess for them a world of meaning. The great aim in this first work should be to develop a conception of geography that will make future work rational and interesting—a conception that will forever avert the danger of a crooked-black-line notion of the Mississippi river, a pink Switzerland. The "results" to be looked for in this grade are an intense interest in geography and an ability to use maps and other material intelligently. Incidentally some "geography" will be taught, but that is not to be the aim. Be content in this grade to lay the foundation, leaving it to another to build thereon.

There is no need today to argue that this foundation work should begin with home geography; every student of method admits that. The question now is, What is home geography? How shall it be begun? Shall it be by making a diagram of the schoolroom and drawing various nearby sections to a scale? Children do

not seem to be much at home in the geography begun in this way. Such work undoubtedly has its place, but not as an introduction to the study of geography. It is too mechanical and uninteresting; more than that, it puts the emphasis in the wrong place; a map should appeal to the imagination, and geography should enable one to picture things in the large; to begin by ruling off a room destroys geographical perspective; sets the class to using an inverted telescope, so to speak.

Or shall we begin home geography with a study of the soil of the locality? The great difficulty with this suggestion for schools in large cities is obvious, but even where the soil is not covered with paving stones, but is easily accessible—in country schools—is not this beginning geology rather than geography? Is it with the study of the soil, the river, the plain, as such, that geography is concerned, or is it the soil in connection with the beet sugar (or some other) industry, the river as water power, or a water-course, or a bit of scenery—as serving man's need or suiting his fancy—that claims the geographer's attention? If the former, then let us take a pan of dirt and build our earth and then people it; if the latter, then let us start with the people and their activities, catching a glimpse of the bigness of the life around us with its interrelations with a whole world, and then follow back into the sources of wealth and beauty; the one calls for the microscope, the other for the telescope; which is the geographical instrument par excellence? You may say, "What matters it whether the study of the soil come the first week or three months later, since by either plan the soil is to be studied at some stage?" The difference lies in the fact that the one gives a near-sighted view, the other a broad introduction. I want the child to discover what it is all about and to get a notion of the interdependence and mutual obligation of all life—of the greatness of the world—ere he settle down to study one detail, so that the detail shall not be petty. In treating of the earth in its relation to man it is not necessary to begin with the stranger Earth and back around to an awkward meeting with the old acquaintance Man. Man should be the starting point—no, not man, boy—the boy in his home with his cap and shoes, his bread and butter, his comforts and his duties. It is not far from the sidewalk shovel and the kitchen broom to the street cleaning department; from the parents providing for the home and directing its interests with the help of children and servants to the mayor (or the village president) with all of his assistants. It is only a step from the cereal on the breakfast table to the wheat fields of Kansas or of Austro-Hungary, but it is thousands of miles if you reverse the order. Begin with informal discussion of the home, with its people, their needs, how these needs are satisfied, its government, etc.; then broaden the children's horizon by a discussion of other homes—homes of birds, squirrels, Eskimos, Indians. Then lead by talks—in all of this work get the children to do the most of the talking—to an appreciation of the time when there were no homes here but those of birds, wild animals, Indians; and develop an idea of the conditions that must have existed—no streets, of course, but paths made by animals, paths to neighbors' houses (these are the beginnings of streets); no stores, each family obliged to raise its own provisions (then comes informal trading with each other, and later the first store); no churches; no schools. Then step by step build up the city you live in, mingling local history with geography, appealing constantly to the imagination and drawing all the time from the child's experience. Accompany all of this work with rough diagram on the blackboard; use pictures whenever they can be obtained; but use no map, no text-book, no globe, until later.

Nature Study

THE SOIL

F. A. HARRISON, Brodhead, Wis.

The word "soil" is usually used to designate the upper ten or fifteen inches of loose earth in a field. The underlying earth is termed the subsoil and may be many feet in depth. All of this loose earth has been formed by the action of the elements from solid rock. Alternate heat and cold helped to crack and ream the original rock. Freezing water and the growing roots of plants have for thousands of years cracked and pried apart rocks where there was the slightest fissure for them to enter. Water passing over rocks has dissolved out cementing materials, permitting the insoluble particles to fall apart. Swollen mountain torrents have thrown boulders from side to side in their mad fury, breaking and grinding to smaller bits every thing in their course and wearing round and smooth all rocks carried along. Enormous glaciers, plowing down mountain-sides and creeping across vast areas of country, have rolled and broken up rocks carried along by them, and ground to powder rocks lying in their path. In this way has the loose earth that we find everywhere been formed—the gift of the ages.

The great bulk of this loose earth is sand. Clay, potash, lime, soda and magnesia are other important ingredients, while traces of many others are found. Water, to a greater or less extent, is found in all soils, and plays an important part in the economy of plant life. The surface soil contains besides the above ingredients much humus or decaying vegetable matter. The humus element is the result of accumulations of leaves, wood and grass upon the surface and the decay of vast masses of roots of dead plants. It becomes mixed with the surface dirt and gives to this layer a black appearance because of the oxydizing of the vegetable matter.

Soil in which sand largely predominates is called sandy. Sandy soils are loose and are easily cultivated. A clay soil is one in which clay predominates. It is sticky, often bakes or hardens and is hard to till. A soil which contains clay and sand in about equal parts is called a loam. Such a soil is easily tilled and is better than a sandy soil to retain moisture. A humus soil is one that contains much decaying vegetable matter. Marsh and forest soils are good examples. Vegetable matter is porous and when mixed in with the soil helps to hold much moisture. The reason the surface soil is so much better than the subsoil is on account of the presence of the decaying vegetable matter. The decay is accompanied with the formation of many nitrates, very useful as foods for growing plants.

We have mentioned the presence of water in varying quantities in all soils and that it is a matter of importance in the economy of plant life. The great fact is that soil water holds in solution the greater share of the food elements that plants use, and that plants get these elements only thru their roots, which absorb the water with the elements in solution. Without water the richest soil may be a desert, because plants can not obtain the food elements. On the other hand, too much water is destructive to many plants, apparently smothering them

by keeping the air away from the roots. From an agricultural standpoint, to regulate the amount of water in the soil is an important question. Wet soils must be drained, and when soils are apt to be too dry expedients must be resorted to to conserve what moisture there is.

The capillarity of soils is a matter that has received much attention by agricultural scientists. It has been found that as the surface soil dries out by evaporation, water from below keeps rising to the surface, in much the same manner that oil ascends in the wick of a lamp. The soil particles, lying close together, pass the water along from below up. The finer the particles the more water will the soil hold by capillarity and the quicker will it rise. A few experiments will serve to show the presence and nature of soil moisture.

Experiment 1. Take a quart or two of surface soil and weigh it. Place it in a shallow pan in a warm place and allow it to dry. Break up all lumps. When it is as dry as road dust weigh again. The loss in weight represents the water held by capillarity. Find the percent of capillarity water held in these representative soils: clay, sandy, loam, humus, gravel. Tabulate the results.

Exp. 2. Heat the air-dried soils of the experiment preceding by placing the shallow pans in an oven, over a stove or over an alcohol lamp until there is no sign of moisture upon a clean piece of glass held over the pan. Weigh the earth again and the loss in weight represents the film water that clings to every particle of soil. Find the per cent of film water for each of the representative soils mentioned in Exp. 1 and tabulate results.

Exp. 3. Take three small lamp chimneys and tie over the bottom of each a piece of cloth. Fill each with some of the air-dried soil of the first experiment: the first with the fine clay, the second from the fine sand and the third from the coarse gravel. Place or stand all three in a shallow tray filled to a depth of a half-inch with water. Note that the water rises rapidly in the first chimney, less rapidly in the second and quite slowly in the third.

Exp. 4. Burn out the humus from the thoroly dried soil of Exp. 2 by placing the pan in the fire-box of a stove or furnace. The loss in weight represents the weight of the humus in the soil.

Suggestions to Teachers

1. If a suitable quarry or railroad cut is near, where the rocks outcrop, take the class on a trip to see if possible the upper disintegrating layers. Perhaps some student may find in a gravel pit a rotten rock which easily crumbles. Have some locate in town or neighborhood foundations to churches or houses that are beginning to show the effects of weathering.

2. Gravel pits are the best places to study the debris of glaciers.

3. Make a collection of representative soils. Dig down two feet and note the difference in the color of the subsoil.

4. Only the older pupils should compute the percentage, and these should do it as a matter of business.

5. If you have no scales improvise a balance of your own and obtain at least qualitative results.

6. Make your agriculture work furnish good reviews and drills in arithmetic and composition.

7. Why is a clay subsoil desirable?

8. Why is a pure clay soil undesirable?

9. If dry weather is coming on, would dragging or lightly stirring the upper inch or two of soil help to conserve the moisture by providing a sort of a blanket which would reduce evaporation?

There's a song in the air!

There's a star in the sky!

There's a mother's deep prayer

And a baby's low cry!

And the star rains its fire while the beautiful sing,

For the manger of Bethlehem cradles a King.

—J. G. Holland.



Language and Reading.

ENGLISH IN THE PRIMARY GRADES

HARRIETTE TAYLOR TREADWELL, former teacher of English in the Forestville School, now principal of Warren School, Chicago.

If every teacher in every grade of the elementary schools watched all the spoken English of the school-room there would soon be no problem as to how to teach English in our schools. The very watchfulness would be the teaching.

Children respond quickly to suggestion. They soon learn the correct forms that are urged upon them. They like to use them. They like to talk with the teacher as to why one form is right, another wrong. Soon they begin to notice the mistakes of their classmates in recitation; later comes the consciousness of their own mistakes in speech.

When the child becomes able to correct his own errors—because he feels them—the teacher will have but few more battles to wage. The victory is hers. Her content in the care of the child thereafter of his own speech will be the richest reward for all the days of struggle, perseverance and infinite patience thru which she has come to obtain the desired result.

Were it not that ever before us have loomed those apparently immovable objections concerning foreign birth, foreign parentage, street life, etc., of a large number of our children, long ere this would we have achieved this. But we are too ready in America to be convinced by what seems a good argument, and, besides, it is far easier to rest back upon an excuse than it is to struggle against so much public opinion, educational bias and childish carelessness.

A first grade teacher told me but yesterday that she had never watched the English before with a tenth part of the care that she is doing now, since it has been borne in upon her that the teaching of correct speech to children must be begun in the first grade, and that this can be readily done by continual repetition of the correct form of so many of the commonest errors, such as "I ain't got no pencil" and "Where are them words you told us to read?"

Now, for this reason, it becomes a crying need in our public schools—this daily, hourly care on the part of every teacher. It is not surprising that we have so much poor English in our schools when the teacher forgets that the number lesson is also a language lesson, and so with history, nature lessons, geography lessons, and every lesson as well.

A few years ago we heard continually the cry of educators, college presidents, superintendents, principals, that the children must be taught to express themselves

fluently, nor must they be stopped when flagrant errors were made; that they became, then, self-conscious and lost the spirit of the topic under discussion.

I have never heard a classroom teacher who comes into daily contact with all these educational problems, thru the living examples before her, say so positive a thing. The teacher knows her individual children better than principal or superintendent possibly could with his many added responsibilities. The teacher best can judge when to correct, preferably after the child has finished; yet often the force of the correction is thus lost because it is not given as in the construction of the child's sentence. Often the child will remember the mistake far better because his attention was called to it at the time made.

This correcting must be done as the teacher deems best. The wise teacher feels when the right time has come. She must have that mistaken educational maxim lifted—that she may feel no barrier—when she wishes to correct. Thousands of errors have thus slipped by unnoticed because the right time never came for the corrections, or the period was over, or there was a change of work, or it was recess. An error should never go uncorrected. Continual watchfulness is the key to fluent, careful speech.

This watchfulness on the part of the teacher should begin the first day of school, when the little ones struggle to tell their lisping thoughts to her who is their school-mother, and who is to open a new world of wonder, delight and profit to their unfolding minds.

All of the children know Mother Goose rhymes, and at once a common cause is found between teacher and child as the latter recites the little verses he has learned at home. The children are tireless in their talks about Mother Hubbard and her faithful, hungry dog, which inevitably lead to stories of their own dogs at home.

"Higgleby, piggleby, my black hen," is a joy forever, and the merriment of the children in the nature lesson that always follows such a bit of imaginative rhyming when they learn that a hen really lays but one egg a day, is irresistible.

"Old King Cole was a merry old soul," if given in seventh grade even, for a predicate, nominative drill, brings smiles of pleasant memories "flooding back with rippling cheer." So true is it that we all like to hear again and again the thoughts that gave us pleasure in our childhood.

"I have a little sister, they call her Peep-Peep," leads to oral composition work on the stars. Then this becomes written work when the teacher writes on the board the pretty, original sentences given her by the children. Thus begin the reading lessons that have been made by the children orally. The blackboard reading lesson loses all the old "drudgery and infinite patience" idea, for we all love to read about what we know, and the Mother Goose reading lessons are full of interest, and charm the child. Hence he learns to read much more readily than when forced to read stupidly, "I see a rat." If he saw a rat he'd yell and run! Wouldn't you?

Are we not stupid yet too? Do we not even today



see the same work done in the same old way,—“I see a rat. I see a cat. The cat sees the rat. The rat sees the cat.” Things might grow interesting here, but the good little first reader does not get anywhere with the story. However, the child knows the rest: “Cat—rat—chase—eat—end.” It works into the child’s thought and the suggestion is one of cruelty to animals.

“Dr. Foster went to Gloster in a shower of rain” is a gold mine for childish expressions,—on the rain; personal experiences with puddles; how the doctor came to his house;—all suggested by the rhyme and the picture, if the teacher is so fortunate as to have “The Old Mother Hubbard,” illustrated by Harry Otis Kennedy, designed by Charles J. Costello.

“A diller, a dollar, a ten o’clock scholar,” affords ample opportunity for discussions and decisions as to “tardy folk.”

Then come the longer stories of home acquaintances—“Little Red Riding Hood” can be told again and again by the teacher, by the children, then dramatized; then it may become a reading lesson from sentences of the children’s own making. This creative work on the part of the children gives them added zest when the reading lesson from the board is given. Then when these same sentences that tell the story in its varying movements are typewritten and given the children, their pleasure in at last realizing that they are truly reading for themselves individually what they have been talking about for some weeks, perhaps, shows that the scheme of work is a success.

All this work has prepared the way for the beautiful Indian story of Hiawatha, which is made easy thru these other nearer home stories and rhymes that have kindled a thirst for “more stories to conquer” in their young wondering and wonderful minds. Truly the joy of teaching them and seeing them grow in power and control and ability to express themselves smoothly is the greatest reward of the teacher.

Always—daily, hourly—the teacher has watched the expressions “ain’t got no,” “them books,” “this here boy,” etc., that infest childish English like vermin. “I seen,” too, and the rapid disappearance of the pest under surveillance proves that the alert teacher can do as she wills to do for her children.

Here is a clever little composition with a vein of humor in it at the close, perfectly understood by the little first grade lad who told it with an appreciative chuckle. He dictated his thoughts to the teacher, who wrote them on the board:

A Fire

I went to a fire near here the other day. The street was full of smoke. They called the fire department. They thought the upper flat was on fire. The policeman went up and could not find anything. The soot was burning in the chimney. The policeman said, “Let the old chimney burn!”

In a nature study lesson the first and second grades composed these interesting and informing sentences on a rainy day:

Rain

It is raining.
The rain comes from the clouds.
The sun takes the water up into the clouds.
When the clouds have more water than they can hold the rain comes down.
The rain makes the flowers grow.
In autumn the rain tells the grass and plants to go to sleep.
It tells the trees to go to sleep.
When the trees sleep they have no leaves, but they have buds.
The buds are hard.
The buds are smooth.
There are two kinds of buds.

Later the children will be ready to go to the board to write these compositions of their own, either from the nature study or from story-telling pictures. They will soon, under the suggestion of the teacher, learn to group the sentences into paragraphs, and avoid using so often the ever-present “I see.” For example, “I see a dog,” “I see a bird,” “I see a tree,” etc., will soon become “I see a dog. He is lying down. He is watching a bird. The bird is in the tree.” This in turn will become: “I see a dog lying down. He is watching a bird in a tree.”

All this blackboard work of the children must be corrected by the teacher and class together. The growth will be most rapid and marked.

Story-telling should go on daily in all the grades—both oral and written work. Short stories of dumb animals; short stories of the lives of noble men; the fairy tales of Grimm and Andersen; all afford limitless material.

Here is a prettily reproduced story of “The Woodpecker” as written by a third grade child, in which the expressions used are preparing her for able work in original efforts later on:

The Story of the Woodpecker

One day a man asked the woodpecker if he could build a house. “Why, yes,” said the woodpecker; “didn’t you know that I was a carpenter? I make a hole in the front of the tree for my front door. The inside of my house is shaped like a pear. I feel around the tree for a soft place with my bill. I like music, but I can not sing. I am a drummer boy. I drum on some limb of a tree. I will tell you a secret. My tail holds me up. That is why I can climb so well.”

There was not one misspelled word in the reproduction. The child used the period, question mark and capitals all correctly. (I have put in the quotation marks for you, the readers.)

Besides this work the children are daily learning beautiful short poems, memory gems and quotations that are to be of great help to them later for apt quotations in their original composition work, and that are constantly serving as helps in their conduct and thinking.

The first graders all appreciate such quotations as: “What we must do let us love to do.” (Coleridge.) “God helps them who help themselves.” (Franklin.) “It is more blessed to give than to receive.” (The Bible.) “He who wrongs his friend wrongs himself more.” (Tennyson.)

“Love the beautiful,
Seek out the true,
Wish for the good,
And the best do!”
(Felix Mendelssohn.)

“You have two ears, and but one mouth;
Let that, friend, be a token,
Much should be heard, and
Not so much be spoken.”

(From the Dutch.)

“A room hung with pictures is a room hung with thoughts.” (Sir Joshua Reynolds.)

The little ones will explain these quotations most clearly and sweetly. They have keen appreciation of the beautiful and true.

In addition to all this work in the third and fourth grades much can be done with the study of eminent artists and their pictures as reproduced by Perry or Brown. And there are many beautiful books prepared for this work, the names of which can be had for the asking.

To gather all in a word concerning English in the primary grades: The spirit of enthusiasm and life and love must be in the teacher. She must be watchful of errors. Then these results will follow: Growth, originality, fluency and correctness of speech for the child.



Number and Arithmetic.

THE CHRISTMAS TREE

A merry, merry Christmas!
To crown the closing year;
Peace and good will to mortals,
And words of holy cheer!

What tho the dreary landscape
Be robed in drifting snow,
If on the social hearthstone
The Christmas fire may glow?

What tho the wind at evening
Blow harsh o'er land and sea,
If eager hands and joyful
Light up the Christmas tree?

Soft falls its pleasing luster
Upon the group around,—
On merry laughing childhood,
And age with glory crowned.

—Selected

SOME FUNDAMENTALS

WM. M. GIFFIN, Principal Frances Willard School,
Chicago.

Is there any good reason why children should reach the eighth grade with no knowledge or idea as to the meaning of such words as minuend, subtrahend, multiplicand, multiplier, product, dividend, divisor, quotient and factor? Yet it is true that hundreds of them do so. Why should an eighth grade teacher when beginning her lessons in algebra, where such words must be understood, be obliged to take the time to teach them?

What better problems can be given the fourth, fifth and sixth grades than the following:

What is given in this problem? What is required? What is the relation of what is given to what is required? We have learned that the area of a rectangle is found by multiplication. Where there is a multiplication there must be factors. We know that when we have a product it is the result of a multiplication. That the product tells how many units were obtained by repeating, or better, taking a given number of some factor. That a factor tells either what factor was taken or the number taken.

When finding the area of a rectangle we know that one of the factors tells how many rows of square units there are in a rectangle and the other tells how many square units there are in each row.

Problems: The area of a rectangle is 480 sq. rds. Its width is 15 rds. How long is it? We have given here the product, 480, and one of the factors, 15, to find the other factor. This is found by dividing the product, 480, by the factor, 15. If the 15 rows contained 480 sq. rds.

one row contained 1-15 of 480 sq. rds, or 32 sq. rds. To contain 32 sq. rds. the row must have been 32 rds. long.

Again, the area of a rectangle is 480 sq. rds. Its length is 32 rds. How wide is it? We have given the product of two factors and one of the factors to find the other, which is found by dividing the product, 480, by the factor 32. Since one row contains 32 sq. rds. there must have been as many rows as there are 32 sq. rds. in 480 sq. rds., or 15 (32 sq. rds.), hence there were 15 rows and the rectangle was 15 rds. wide.

The dividend in division is simply the product of two factors. The quotient is one of the factors and the divisor is the other, hence the proof of division: Multiply the quotient by the divisor and if your work is right the product will equal the dividend.

The product in multiplication is nothing more than a dividend, hence the proofs of multiplication: Divide the product by the multiplier and if your work is right the quotient will equal the multiplicand; or divide the product by the multiplicand and if your work is right the quotient will equal the multiplier.

Show me the child from ten to sixteen years of age who hates arithmetic and I will show you the child who has no idea and who never did have any idea of the above relations.

My dear teachers, in place of the hundreds and hundreds of "examples" you are giving the pupils, viz., subtract, or it may be, multiply the following:

(1)	(2)	(3)
876	984	111
239	395	99

Give them the same number of problems each of which will at least cause a small "wriggle" of thought before the work is attempted.

Dictate these for home work and thus get both an arithmetic and a grammar lesson out of the exercise:

(1) The subtrahend is 229, the remainder is 419; what must be the minuend?

(2) The minuend is 956, the subtrahend is 248; what is the remainder?

(3) A product is 5,875, one of the factors is 25; what is the other factor?

(4) The quotient is 235, the dividend 5,875; what is the divisor?

It will take more time. I grant, but the time saved to the pupil in all his future work will repay both you and him a thousand fold.

The writer was very much interested in a statement by Dr. Hailmann of the Chicago Normal school, made before the Chicago principals' meeting in September of this year. He said that when a lad he had a school-mate whose soul was full of music but who had a dislike for mathematics. He by hook or crook passed from class to class till he graduated with the rest of them. When, years after, the doctor met him he found him very much interested in the study of mathematics. When asked by Dr. Hailmann how this came about he answered, "I have found that it is impossible for me to get all there is in my beloved music without a knowledge of this beautiful science."

What do you say to that, ye pedagogs, who fear a child will learn a little number the first two or three years of his school life? Is your prejudice because of the subject, think you, or because of the fool methods that have been used? What's that? "This man got the mathematics at last, didn't he?" Why, yes; so did Andrew Johnson get his reading at last, hence don't teach reading the first two years.

SCHOOL ENTERTAINMENT

LAURA R. SMITH

SYMPATHY

"Twere wise to make the most of every day,
To press the heart-red wine of sympathy
And garner up sweet winnowed thoughts and deeds
And cultivate the roses while I may."

As I am writing this I seem to see rows and rows of eager little faces. They are looking for something. Do they find it in you? And as I turn a little aside to address the teacher I still seem to see many eager eyes fastened upon me.

We hope to create high ideals in the minds of our pupils. But, after all, the thing they are looking for is sympathy. Do your pupils find it in you?

We are all familiar with the occasional pupil who is so dull or partially developed that the sympathetic word or act startles him. But as you look over your school-room you will find your children need sympathy and are looking for it whether they realize it themselves or not.

Some one has said that individuals differ greatly in their ability to enjoy the small things of life. Teach the children to make merry over these small things. The habit will go with them all thru life.

As the holiday season approaches tell the Christmas story, emphasize the spirit of giving and whether your children be large or small "bind the cords of love about them."

A little later in the year we will take up the question whether sympathy can be cultivated or not and in what ways.

In preparing entertainments it should be borne in mind that even a slow child can do something well; commend him for it.

Praise a little, smile a little, enthuse the children over the whole idea of Christmas and let them feel that the entertainment is something to be enjoyed.

Use the following poem in your note-book. It is your memory gem for December:

Come to me, O ye children,
And whisper in my ear
What the birds and the winds are singing
In your sunny atmosphere.

For what are all our contrivings,
And the wisdom of our books,
When compared with your caresses
And the gladness of your looks?

Ye are better than all the ballads
That ever were sung or said;
For ye are the living poems,
And all the rest are dead.

—H. W. Longfellow.

A poem in accordance with this thought will be published each month, and whether you have a particular fondness for poetry or not don't fail to ask Santa Claus to bring you a book entitled, "Poems You Ought to Know," published by the Book Supply Co., Chicago. The book is \$1.05 and the illustrations alone are worth the price of the book.

Wishing you one and all a merry Christmas,
Laura Rountree Smith

CHRISTMAS EVE

All night long the pine trees waited
Dark heads bowed in solemn state,
Wondering what may be the fate
Of little Norway Spruce.

CHRISTMAS SELECTIONS

The time draws near the birth of Christ;
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

—Tennyson.

(Draw on the blackboard the bells and sing "Merry Christmas Bells" from "Songs in Season.")

WHY BELLS FOR CHRISTMAS RING

Why do bells for Christmas ring?
Why do little children sing?
Once a lovely shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger's cradle bright.

There a darling baby lay,
Pillowed soft upon the hay,
And its mother sang and smiled,
"This is Christ, the holy child."
Therefore bells for Christmas ring,
Therefore little children sing.

—Eugene Field.

O hemlock tree! O hemlock tree!
How faithful are thy branches!
Green not alone in the summer time,
But in the winter's frost and rime,
O hemlock tree! O hemlock tree!
How faithful are thy branches!

—Selected.

THE PRESSED GENTIAN

The time of gifts has come again,
And, on my northern window-pane,
Outlined against the day's brief light,
A Christmas token hangs in sight.
The wayside travelers, as they pass,
Mark the gray disk of clouded glass;
And the dull blankness seems, perchance,
Folly to their wise ignorance.

They can not from their outlook see
The perfect grace it hath for me;
For there the flower, whose fringes thru
The frosty breath of autumn blew,
Turns from without its face of bloom
To the warm tropic of my room,
As fair as when beside its brook
The hue of bending skies it took.

(Draw the gentian, tell of its being a rare flower and look up the rest of the poem.)

Study "The Mystic's Christmas," by the same author.
—Whittier.

CHRISTMAS TREE

Hurrah! we've got him—the Christmas tree,
That all the children love to see;
He stood forlorn in the copse below,
And his outstretched arms, they were stiff with snow.

I should like to know what presents bright
Will hang on his branches tonight;
But hush! we won't ask any questions yet;
Tomorrow will show what each will get.

Hurrah! the fields are all white with snow,
But green as ever his branches glow;
In winter or summer no change knows he—
He's always our dear old Christmas tree!

—Selected.

Did they take him for his good?
Gallant little tree that stood
Only lately in the wood,
Little Norway Spruce?

Gone the pretty tree so trim,
Lithe was he, and strong of limb!
All the pines were proud of him—
Little Norway Spruce.

That night the lonely little tree
In the dark stood patiently,
Far away from forest free,
Little Norway Spruce.
Chained and laden, but intent
On the pines his thoughts were bent;
They might tell him what it meant—
Little Norway Spruce!

Morning came. The children: "See!
Oh, our glorious Christmas tree!"
Gifts for every one had he—
Happy Norway Spruce!
—Mary Mapes Dodge in St. Nicholas.

CHRISTMAS BELLS

Oh far away I hear a chime,
A chime across the snow,
And why it rings tonight, my dears,
You surely ought to know.
For Christ came down on earth to dwell;
He came here long ago,
And so upon the evening air
The chimes ring soft and low.

Oh far away I hear a chime,
A chime across the snow;
It brings glad cheer to waiting hearts,
With love it makes them glow.
For Christmas time has come again,
While softly falls the snow,
And all are singing of the Christ
Because we love him so.
—L. R. S. in Primary Teacher.

KRIS KRINGLE

Just as the moon was fading
Amid her, misty rings,
And every stocking was stuffed
With childhood's precious things,

Old Kris Kringle looked around,
And saw on the elm tree bough,
High hung, an oriole's nest,
Lonely and empty now.

"Quite a stocking," he laughed,
"Hung up there on a tree!
"I didn't suppose the birds
Expected a present from me!"

Then old Kris Kringle, who loves
A joke as well as the rest,
Dropped a handful of snowflakes
Into the oriole's empty nest.

—Thomas Bailey Aldrich.

Study Riley's "What Chris'mas Fetched the Wigginses" and "Little John's Christmas," also Eugene Field's "Jest 'Fore Christmas."

CHRISTMAS IN THE OLDEN TIME

Heap on more wood! The wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still.
Each age has deemed the newborn year
The fittest time for festal cheer,
And well our Christian sires of old
Loved when the year its course had rolled,
And brought blithe Christmas back again,
With all its hospitable train.
Domestic and religious rite
Gave honor to the holy night;
On Christmas eve the bells were rung;
On Christmas eve the mass was sung;
That only night, in all the year,
Saw the stoled priest the chalice rear.
The damsel donned her kirtle sheen;
The hall was dressed with holly green;
Forth to the wood did merry men go
To gather in the mistletoe.

—Sir Walter Scott.

(Teachers may copy the entire poem on mimeograph and use as a reading lesson, call attention to the words sires, rite, mass, chalice, damsel, kirtle, stoled priest, etc. What times does the poem represent? Did Scott write many poems? What are some of his prose works?)

DIALOG FOR PRIMARY CHILDREN

(Enter twelve little elves carrying a large bag.)

All—Oh ho! what have we here?

First Pupil—Let us set the bag down and see what is inside.

Second Pupil—Let us open the bag and see.

(They open the bag and take out toys.)

Third Pupil—Oh ho! here is a jumping-jack; see what a funny toy it is!

Fourth Pupil—Here is a Christmas book!

All—Read us a story from it!

Fourth—The book is full of verses.

All—Read us a verse then instead!

Fourth—

Who is it comes on Christmas eve?

Santa Claus! Santa Claus!

Who loves the children every one?

Our dear old Santa Claus!

Fifth—Here is a lovely doll. It must be intended for a little girl.

Sixth—See this beautiful red ball!

Seventh—Here is a drum; how I would love to play drummer-boy!

(He leads and they all march around the bag.)

(A telephone rings and the eighth elf goes.)

Eighth—Hello! Yes, this is Fairyland. Who are you? Yes, yes, Santa Claus. Did you lose your pack? We found a large bag in the snow. Was it full of toys? Good by.

(He turns to the other elves and says:)

Santa Claus has been driving a new pair of reindeer, and they tipped over his sleigh and he thought that he had lost his pack. He is going to call here soon. Hark! You can hear his sleighbells ringing!

(They replace toys in the bag.)

They all recite or sing, tune, "Lightly Row:"

Hear the bells, merry bells,

Jingling bells from Santa's sleigh!

O'er the snow, as you know,

Reindeer prance away.

Sing hurrah! for old Saint Nick!

We'll catch him if we're very quick;

We'll go away without delay,

For Santa's in his sleigh!

(The elves carry the bag to the door, where they meet Santa Claus. He pauses at the door and says or sings:)

Little elves, pretty elves,

You really might have helped yourselves

From my pack in the snow.
Yes, you know it's so.
Dear little elves, you may believe
Santa'll come on Christmas eve,
And fill your empty stockings, too,
As a reward for you.

Elves—

Santa Claus! Santa Claus!
Heartily we thank you.
Speed away, speed away,
For you have work to do.
Merry Christmas, Santa dear,
Christmas time is drawing near.
When we waken we will call
"A merry Christmas all!"

(Exit all.)

CHRISTMAS CANDLES

(Enter maids with candles.)

(To be recited with motions.)

All—

Twelve little maids so wise are we,
And we have candles, as you see.
We are going to watch for Santa dear,
As Christmas eve is almost here.
If we but had a ray of light
We'd stay awake and watch all night.

First—

My candle is long and round, you know;
If I had a match I'd light it—so.

Second—

My candle is so pure and white,
I wish I had a little light.

Third—

My candle is pretty, as all can see;
Perhaps it will stand on a Christmas tree.

Fourth—

Let's hold our candles touching, so,
For fear we all will sleepy grow.

Fifth—

Hold the candles to the right.
Is it not a pretty sight?

Sixth—

Then to the left they slowly go,
Twelve little candles in a row.

Seventh—

Now we all may hold them high;
Some star may light them by and by.

Eighth—

Then we will whirl them round and round
With a pleasant whirring sound.

Ninth—

We will hold them straight out, so,
Watching for a light, you know.

Tenth—

Back and forth they swing and sway;
Who will light us on our way?

Eleventh—

Wave them gently. Hark! who sings?
Was that not a whirl of wings?

Twelfth—

We hold them out and wish tonight
A firefly would share his light.

(Enter firefly. Little boy with yellow sash and wings.)

Pretty little maidens,
Sweet little maidens,
Twelve little maidens
Standing in a row,
I will light your candles,
Nice little candles,
Pretty little candles,
Before I go.

Maids—

O firefly, where have you been tonight
With you ever welcome little light?

(The firefly lights a candle every time he recites a verse.)

1.
I have been flying all night long,
And I hear a Christmas song.

2.
I will light your candles, maids so fair,
As I go flying thru the air.

3.
Then thru a window what did I see
But a very beautiful Christmas tree.

4.
I peeped into a bird's nest
And saw three wee birdies going to rest.

5.
Then I saw by a chimney-side, you know,
Twelve little stockings all in a row.

6.
I heard a patter, patter of feet,
And I think it was Santa's reindeer fleet.

7.
I heard sleighbells jingle so,
And Santa came driving over the snow.

8.
And then I heard old Santa cry,
And I lighted him as he dashed by.

9.
Then down the chimney I saw him creep,
When all the children were fast asleep.

10.
The stockings he filled from top to toe,
Then he drove away across the snow.

11.
I heard the reindeer dash along,
And Santa sang a Christmas song.

12.
And then I heard old Santa cry,
"A merry Christmas, firefly!"

(A jingle of bells is heard.)

Maids recite:

Don't you hear from Santa's sleigh
Bells that jingle sweet and clear?
Jingle, jingle, go the bells;
Merry Christmas time draws near.
Oh Santa Claus is coming,
Driving o'er the snow;
His pack is full of presents
For boys and girls, we know!

Song.
(All.)

Tune, "Marching Thru Georgia."
1.
Sing a song of little maids,
With candles shining bright.
We're looking for old Santa Claus,
And he will come tonight.
Thank you, little firefly,
Thank you for your light.
Sing hurrah! for Santa is coming.
Chorus—
Hurrah! hurrah! hurrah for Santa Claus;
Hurrah! hurrah! we love him well because
He brings the very nicest toys
To all the girls and boys.
Sing hurrah for old Santa!

2.
Sing hurrah! for Christmas time,
When bells ring sweet and clear;
Sing hurrah! for Santa Claus;
His sleigh is drawing near.
Down the chimney he will creep
To see if we are asleep;
Funny and furry old Santa!

3.
Sing a song of reindeer swift,
Who dash across the snow.
Now we hear the sleighbells ring;
To bed we'd better go!
By the chimney-side he'll find
Our stockings in a row.
Hurrah for our jolly old Santa!

LOOKING FOR SANTA CLAUS

A Christmas Exercise for Intermediate Pupils

Many children enter with traveling bags and sing to the tune of "Vive l'Amour:"



We are all off on a journey, you know,
To find old Santa Claus.
We'll go o'er the fields of drifted snow
To find old Santa Claus.

Chorus—
Then sing hurrah for Santa Claus!
We children love him well because
He brings us all the nicest toys;
Hurrah for Santa Claus!

2
Tho down the chimney soon he will creep,
Our dear old Santa Claus,
We do not see him, for we are asleep;
Our dear old Santa Claus.
Chorus.

3.
They say the reindeer wait upon the roof
For dear old Santa Claus;
But of this thing we have no proof;
Hurrah for Santa Claus!
Chorus.

4.
So we have thought of a very bright plan
To find old Santa Claus;
We're going right to his home if we can
To find old Santa Claus.
Chorus.

(All set down their bags.)

First Pupil—I am so tired carrying this heavy bag;
I wonder if we have to go very far.

Second Pupil—I wonder what kind of a house Santa Claus lives in.

Third Pupil—I wonder if we shall see Mrs. Santa Claus!

Fourth Pupil—I am afraid we shall freeze our noses in the north country!

Fifth Pupil—I do so want to see Santa Claus in his workshop!

Sixth Pupil—I wonder if his yard will be full of Christmas trees!

Seventh Pupil—What month is this?

All—It is December. Three cheers for December!

Eighth Pupil—I wonder if we are starting a little late on our journey.

All—Hush! Some one is coming!

(Enter a little girl with her stocking. She hangs her stocking up and says:)

Glad old Christmas is almost here,
Day that brings our hearts good cheer.
Little children far and wide
Hang stockings by the fireside.
On Christmas eve when all is still
Who comes a-prancing o'er the hill?
Old Santa Claus; of course you know
He's not afraid when cold winds blow.
If you will listen you will hear
His sleighbells ringing loud and clear;
Then down the chimney he will creep,
But somehow I always fall asleep!
Tonight I'm wide awake, 'tis clear,
And I'll say, "Welcome, Santa dear!"

All—Hurrah for Santa Claus!

Little Girl—

How do you do, oh how do you do!
Are you fairy folk? Do tell me true.

First Pupil—

Oh no, little girl, we are children, see!
And we are as tired as tired can be.

Little Girl—

Sit down and do not longer roam.
But how did you happen to find my home?

Second Pupil—

We saw the firelight burning bright,
And came to rest awhile tonight.

Little Girl—

Where are you going, and whom do you seek?
Tired little travelers, answer, speak!

Third Pupil—

We've traveled many a mile because
We all are looking for Santa Claus.

Little Girl—

Dear Santa will be here tonight,
So all of you I will invite
To help me watch, for don't you know
He'll come tonight, I'm sure it's so.
So let us sing a Christmas song
To speed the lingering hours along.

All—So this is Christmas eve! We will be glad to stay.

(If they carry large bags or suit-cases they may now sit on them as they sing:)

Tune, "Good By to Summer."

1.

We are waiting for you, Santa;
The lights are burning low.
Stockings hanging in a row
Are looking very empty,
For 'tis Christmas eve, you know!
Oh, make your reindeer hasten,
Then down the chimney creep.
We'll welcome you, dear Santa,
Unless we fall asleep.
Chorus—
The sleighbells all are ringing,
The stars are shining bright;
We're waiting now, dear Santa,
To welcome you tonight.

2.

Oh Santa Claus is coming;
He travels with a pack
Of toys upon his back.

He fills up all the stockings;
Of toys he has no lack.
Then whisk! and up the chimney
Our furry Santa goes;
And how he climbs so nimbly
We're sure that no one knows.

Little Girl—We ought to hang up a piece of mistletoe for Santa Claus, then when he came in we could run and kiss him!

First Pupil—The very thing! I have a piece in my bag!

(They hang it over the fireplace.)

Second Pupil—Santa Claus should have a present himself. I have a warm scarf in my bag.

Third Pupil—I will give the dear old fellow a pair of mittens.

Fourth Pupil—And I have a new handkerchief for him. Little Girl—We will arrange his presents here by the mantelpiece. We will write on a card, "For Santa Claus."

(They all sit down. Enter sandman with a bag.)

First Pupil (rubbing eyes)—I thought I saw Santa Claus!

(The sandman creeps along behind them and scatters sand.)

Second Pupil—I feel so sleepy I am afraid I will not keep awake after all!

Fourth Pupil—Why, see, all the children are sleepy!

(They all nod their heads and go to sleep, while the sandman sings. Tune, "Meerschaum Pipe," College Songs.)

1.

O little children, go to sleep, go to sleep;
You must be wrapped in slumbers deep, slumbers deep.

Soon down the chimney Santa'll creep,

So I sing a lullaby.

I am the sandman! Stay awake if you can!

I am the old sandman!

2.

I scatter my sand every night, every night,
Soon as good folks turn out the light, out the light.
I am really useful quite

When Christmas time draws near.

I am the sandman! Stay awake if you can!

I am the old sandman!

3.

Tho I am old you must declare, must declare,
That really I have quite a care, quite a care,
To make folks sleepy everywhere.

I am an old sandman.

I am the sandman! Stay awake if you can!

I am the old sandman!

(Enter elf.)

Sandman—

What, ho! who are you?

Elf—

I am a wee elf from brownie land;
I would like to shake you by the hand,

But oh, ha! ha! he! he! he! he!
None of your old fine sand for me!
I sleep in the day, and then I play
At night time, so good people say,
"He's a nice little elf; he sleeps on a shelf;
He walks in slyly and helps himself."
Ha! ha! he! he! now don't you see,
Sandman, you have no time for me?

Sandman—

I really must be going,

Tho I have no way of knowing

How soon old Santa will be here;

Then how, too, can I tell

If each child is sleeping well?

Hark! I think I hear the reindeer drawing near.

(Exit sandman. Enter Santa by the door.)

Elf—Ho! ho! so you did not come down the chimney after all.

Santa Claus—No, little elf, the people had too big a fire burning.

(The elf kisses Santa under the mistletoe.)

Santa Claus—Well, you are growing affectionate. Have you hung your stocking up yet?

(The elf points over head.)

Santa Claus—Sure enough, there hangs the mistletoe. What have we here? Why, the children have left me some presents. How very thoughtful of them! Bless their little hearts, I will fill their little stockings full. I will put in toys and dolls and candy. Come, little elf, help me finish my work; you can help fill the stockings.

Elf—I did not hang up one stocking, Santa Claus; I hung up two!

Santa Claus—Well, you shall have them both full. You are a good helper. What ho! the sandman has been here. I must go, as I have other stockings to fill tonight.

Elf—Don't forget to fill mine!

(Exit Santa.)

Elf says:

I, too, must away ere break of day;

I'll follow Santa and his sleigh.

I can ride upon the reindeer's back,

Or creep inside old Santa's pack.

Good night, my friends, good night!

Step softly and turn down the light.

(He turns out light.)

(All wake up.)

Oh, oh, it is Christmas morning. Santa Claus has been here. Let us look at our stockings.

(All line up by stockings and say:)

Merry Christmas now is here.

Listen to the sweet bells ring.

Over all the world today

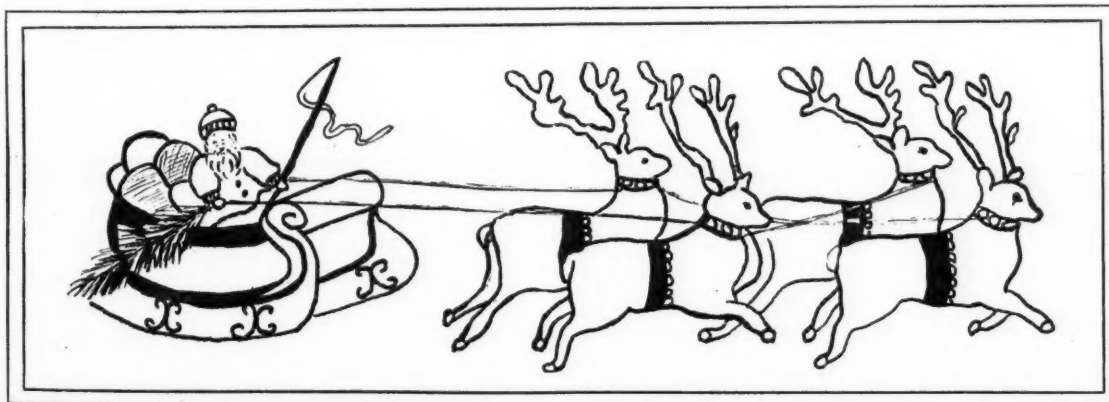
You will hear the children sing.

Stockings by the chimney wide

All are hanging side by side.

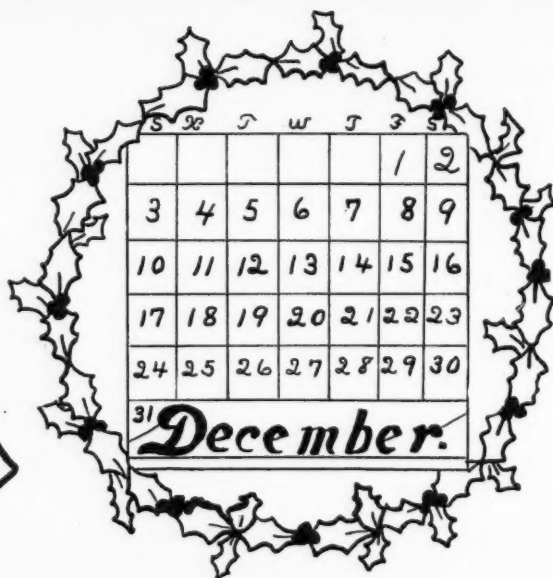
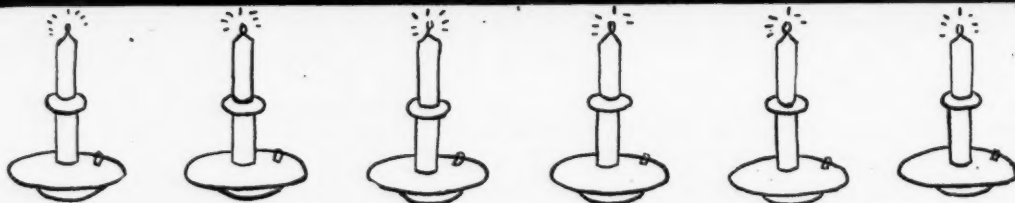
Say hurrah! we are glad because

We all love jolly Santa Claus.

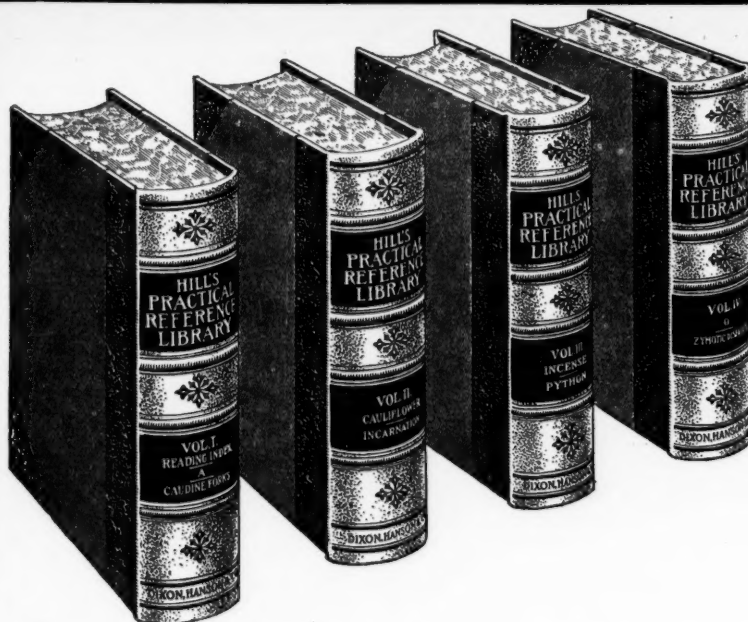


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(Continued from page 206)

held a boat and in it was Sir Galahad, silver-armored and like unto star in brightness. Above his head hung the Holy Grail itself "redder than a rose," and beyond it gleamed a lone, bright star as if directing his gaze to the distant spiritual city which Percivale could plainly see amid the brightening sky, "all her spires and gateways in a glory like one pearl."

Such was the story of the virginal Galahad; such the story of the purified Percivale, who went now back to Arthur's court to tell his tale and thence to pass "into the silent life of prayer." The rest of this beautiful poem tells of the home-coming of the other knights, few of whom had seen the blessed vision, and then veiled. It closes with a sad and touching speech by the king:

"And spoke I not too truly, O my knights?

Was I too dark a prophet when I said
To those who went upon the Holy Quest
That most of them would follow wandering fires,
Lost in the quagmire? lost to me and gone,
And left me gazing at a barren board
And a lean Order—scarce return'd a tithe—
And out of those to whom the vision came
My greatest hardly will believe he saw;
Another hath beheld it afar off,
And leaving human wrongs to right themselves,
Cares but to pass into the silent life.
And one hath had the vision face to face
And now his chair desires him here in vain,
However, they may crown him 'other—where."

Thus spake the king, knowing all.

* * *

Dr. Conde Pallen thus interprets this beautiful poem:
"The Holy Grail, visible to none but the utterly pure,
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Sir Galahad is the perfectly spiritualized man, who sees the vision and 'rapt in ecstasy, follows it and passes to the higher life.

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And so with the other knights who undertake the quest of the Holy Grail. In proportion to their spirituality do they enjoy the sacred vision.

Arthur, the spiritual man, remains at the plow. His the lot to fulfill his appointed task in the round of years allotted to him, and to await in patience release from the bonds of time; for not every spiritual man is especially called to the higher life—only Galahads and Percivales."

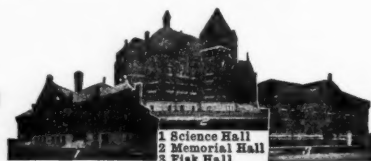
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Much has been said and written of late relative to the faulty spelling and limited vocabularies of many graduates of grade and high schools. Of the various methods and means proposed for correcting this deficiency we desire here to call attention to the value of cultivating among pupils the dictionary habit. By this is meant teaching the use of the dictionary and encouraging pupils to refer to it for the correct spelling, pronunciation and meaning of every new or uncertain word that they may come across.

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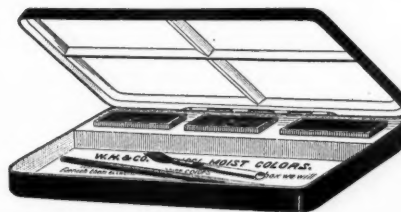
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Publishers' Notes.

Do not fail to read the important announcement relative to Hill's Practical Reference Library, on page 222 of The Journal. This set of books may be described as an encyclopedia prepared especially for school purposes. The Britannica and other general encyclopedias are not only very expensive but in buying them you are paying for a great deal that you will never have use for—as these general encyclopedias are prepared for people of all professions and callings. In the preparation of Hill's Reference Library the requirements of the school, of teachers and pupils have governed. Our readers will be pleased to know that Father Dumbach, S. J. of St. Ignatius College, has edited all matter touching on Catholicism. Sample pages and terms of this work will be sent free on request to Dixon, Hanson & Co., 356 Dearborn Street, Chicago.



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Laird & Lee, the wide awake Chicago publishers, beat the record on medal getting. Their Webster's New Standard Dictionary awarded gold medal and diploma, St. Louis Exposition, 1904. Also just been awarded by Lewis and Clark Centennial Exposition, Portland, Ore., gold medal and diploma on their Webster's New Standard Dictionary and Webster's Modern Dictionary, the highest seal of literary merit ever accorded a series of dictionaries for school and general use.

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NEW MATERIAL ON LINCOLN.

Any new material touching the life and character of Abraham Lincoln is a notable find, and much that will prove of fresh and vital interest is promised in Frederick Trevor Hill's "Lincoln the Lawyer," the first chapters of which will appear in the December *Century*. These opening chapters discuss Lincoln's mythical birthright to the law, the real source of his professional aspirations, the primitive bench and bar of Indiana, "the molding of a great lawyer," Lincoln's first argument and his early attitude toward the law. The papers are the fruit of years of enthusiastic research into the subject by Mr. Hill, who had the assistance of the Hon. Robert Lincoln, the Hon. Adlai E. Stevenson, and many members of the Illinois Bar and officers of the Illinois Historical Society.

The statement made by Secretary Taft at St. Louis that the isthmian canal commission is not only bankrupt, but heavily in debt, added to the almost simultaneous agreement by the advisory board of consulting engineers that the canal should be constructed at sea level, increasing the cost by \$100,000,000, and extending the time for completion by at least five years, came as a shock and surprise to administration officials and members of congress.

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heretofore given out by Chairman Shouts of the commission, work on the isthmus was progressing favorably and there was an abundance of funds with which to vigorously prosecute operations. Secretary Taft says the pay roll of approximately \$600,000 for next month can not be met without an advance.

It is learned at the offices of the commission that debts aggregating more than \$1,500,000 have been contracted and are now overdue. There is no money left of the \$10,000,000 appropriated by congress to meet either liability.

The fact developed from these statements is that the canal commission has expended \$11,500,000 in a period of about sixteen months.

Secretary Taft expressed the desire in his St. Louis speech for a thorough investigation of the commission's affair. This desire will undoubtedly be satisfied.

To the congressional fight over isthmian canal routes—Panama vs. Nicaragua—there will apparently succeed an almost equally bitter contest over canal types—lock vs. sea level. The advisory board of consulting engineers recommends the construction of a sea level canal, which will cost \$245,000,000 as against \$145,000,000 for a lock canal. Tremendous opposition to the proposed sea-level canal has arisen. It is already apparent that Congress is not likely to be satisfied with the recommendation of the board of engineers and that it will insist upon a thorough investigation of the whole subject. Many senators and representatives express the opinion that Congress will never authorize or make appropriations for the tide-water channel recommended by a majority of the engineers.

Chairman Shouts of the canal commission is said to be much disgusted at the report of the engineers. He is classed among those who will use their influence to prevent adoption of the tide-water type on the ground that such a canal will take more money and time and not be as good a canal when finished.

THE Southwestern railway's cross channel steamer Hilda was wrecked Sunday morning off St. Malo, on the north coast of France, and it is believed that 100 or more of her passengers and crew were drowned. The Hilda left Southampton Friday night for St. Malo with considerably more than 100 souls on board. The ship's passage was greatly delayed by a fog in the channel, and when nearing St. Malo it ran into a severe snow storm, apparently missed its course, and foundered on the rocks off Jardin lighthouse, three miles from St. Malo.

Cardinal Fischer, Archbishop of Cologne, Germany, has pronounced at Aix-la-Chapelle an elaborate panegyric

on the kaiser. After comparing him with Charlemagne and Barbarossa, every one, said the Cardinal, whose heart beats for Germany's greatness and glory must be proud of the present occupant of the German throne. He reminded his hearers of the recent oration of the kaiser at Aix, in which his majesty declared that he placed the entire empire, himself, and his whole house under the cross. "William II," said the Cardinal in conclusion, "is really a glorious kaiser."

It is a pleasure to comment upon the conservative methods employed by the G. & C. Merriam Company in the publication of the Webster's International Dictionary. Not every little slang word or phrase is put into the book regardless of its scholastic or linguistic qualities. It is this conservatism backed by the scholarship of the editor-in-chief, William T. Harris, Ph.D., LL.D., United States Commissioner of Education, and hundreds of others of the greatest educators of this and other nations which has made the International a standard in the United States Supreme Court and in all the courts of the nation, as well as in colleges and public schools.

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The Catholic schools in New Orleans are in a state of indecision as to the date of opening, which the advice from the health officers may mitigate in some degree. The day schools are

to some extent victims of circumstances, though indications are encouraging in the health conditions.

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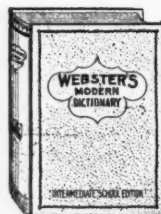
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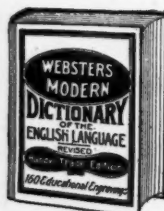
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